CHAPTER FIRST

BACKGROUND OF THE STUDY

1.1 INTRODUCTION -

‘Never should one forsake moral principles for pleasure, for fear, for any worldly gain, or even for life’.

It has been said that, ’moral education is as old as education itself’. We cannot separate education from morality.\(^1\) “Morality is an essential part of education. It provides right thinking, self control, service to the society, respect to others and constant awareness of our duties and responsibilities.” The decline of traditional family patterns, the exodus of both men and women from home to the world of work, the abandonment of children to the influence of television and the streets, and the epidemic of violence that touches the lives of millions of young people today, reflects that it is time to recreate within schools the caring, nurturing, socializing functions historically performed at home. For a variety of cultural and societal reasons, most homes today cannot provide the care that healthy development requires. In response to rising violence and social disintegration, there is a need to provide the ‘moral equivalent of home’ in schools.\(^2\) “Our whole moral vocabulary has changed, like modern culture, modern education emphasizes rights over duties, individualism over community, autonomy over authority, happiness over salvation, self-esteem over self-sacrifice, and cost-benefit analysis over conscience”. Moral education is need of the time for peace in society. The moral aim of education has receded to the background, as with

industrialisation, demands of capitalist markets are centered mainly round the provision of skilled manpower, ready to integrate into labour markets. ³ “We are living in the most undisciplined age in history. Such a serious charge is put on this age. Past age had taken specific measures. In primitive cultures, adolescent boys were given moral instruction, including tribal obligation relating to obedience, courage, truth, hospitality, relationships, silence and perseverance”. Moral education was a central feature of ancient Indian education. Ancient civilization demanded the evolution and enrichment of moral life. Young were trained and instructed in the art of virtuous living. Their method of moral cultivation was a great advancement. Education was spiritual and students had affection for God. This made them loving, friendly, truthful and happy. ” Man must be true to five virtues, kindness, good manners, knowledge, uprightness and honour. There will be no unhappiness in the world if everyone is true to these five relations-parent and child, husband and wife, ruler and subject, older brother and younger brother and friend and friend.”⁴ We have to improve moral condition of our culture. We should not ignore this requirement and stop moral degeneration. There is a need to intensify the moralizing activities of the home, social agencies and a definite plan of moral education is to be established in schools. Inclusion of moral training in education will result in natives of high moral tone and reluctant to tell a lie. We have to do something to maintain a disciplined society. We cannot be passive, tolerant and liberal. We cannot allow youth to grow up in uninhibited response to their impulses and desires. We have to create disciplined men and women. What are we doing to civilise are new generations? It is a universal belief

³ http://fee.org/the-freeman/detail/moral-education-and-history
⁴ http://fee.org/the-freeman/detail/moral-education-and-history
that the most effective agency for moral training is the home. What of the home in contemporary India? The Indian home, partly because of the increasing break-up of the family and consequent loosening of its ties, is functioning most inadequately as a moralizing force. It lacks discipline morality and spirituality. Another potential moralizing force, is religion. It has shifted its emphasis from its former task of purifying and elevating the individual soul for improvement of society and resulted in diminishing of traditional basic morals. Still another potentially major force for right conduct, a force vigorously operative, in ancient times, and no doubt still more or less operative at least as late as a century ago, is formal education-the schools and the colleges. What has become of that force today? Is it virtually nonexistent? The emerging contrast between what we are doing in India today in moral education and what past ages have done, is tremendous. What positive action on our part does the contrast suggest as desirable- even mandatory? There is urgent demand for leaders trained, not merely technically, but pre-eminently for wisdom and character. To free society from injustices, moral education must empower students with the ability to deconstruct social norms in terms of universal values of social justice. Present culture inculcates a variety of contrary norms and values in the young, such as hatred and intolerance for others and sanctions murder, slavery, torture and oppression. We have to reverse the moral decline.

“Under the educational system which is currently in vogue in our country the emphasis is solely on the imparting of knowledge concerning the academic subjects included in the curriculum, and no attention is usually paid to the development of the child’s character and inner personality. The result is that children grow up without getting any opportunity to know about the glorious cultural traditions of our country
and the great moral and spiritual values on which that culture is based”⁵. Student power today is not harnessed collectively for attainment of social harmony and well-being. The restlessness that has lately polluted the atmosphere of our educational institutions is undoubtedly the result of a soul-sickness that has seized the Indian Youth on account of their innermost cultural aspirations having remained unheeded. “Of all the countries in the world, we in India have the richest cultural and spiritual heritage, but it is a sad irony of fate that ever since we attained independence, we have been denying to the youth of this country even the barest opportunity to imbibe the great moral, cultural and the spiritual values that form part of this heritage by imposing a restriction on all moral education in name of secularism. The secularism of the Indian constitution is intended only to secure that no discrimination is practiced by the state against any citizen on grounds of religion or faith and that people belonging to all faiths and religions are enabled to enjoy equal freedom in the matter of practicing and propagating their religion. There is nothing in our constitution which prohibits the inclusion of properly broad-based moral and spiritual instruction geared to the cultivation and development of a proper sense of values in the minds of the students in the educational programme of this country.”⁶

“The Kothari Commission Report published in 1966 laid the highest stress on the need for moral and spiritual education and it rightly pointed out that modernization of education has to derive its strength of the spirit and that the many serious social and ethical conflicts that are caused now a days in society on account of the weakening of the social and moral values in the younger generations, can be remedied only by

balancing the knowledge and skills which science technology bring with the values and insights associated with ethics and religion at its best.”

We are yet to see any concrete action being taken by the central and state governments and by the universities in India for the implementation of the most wholesome recommendations of the commission. We cannot separate education from ethics, morality and spiritualism. Morality and righteousness should be always considered as an essential part of education. It provides right thinking, self-control, service to the society, respect to others and constant awareness of our duties and responsibilities.

1.2 RESEARCH QUESTIONS -

(i) What moral education was provided in ancient vedic India?

(ii) What moral education is provided in post-independent India?

(iii) What is the role of teachers in providing moral education?

(iv) What necessary action is required for implementing moral education in Indian education system?

1.3 IMPORTANCE OF THE STUDY -

The current environment of political and social change has lead to a renewed interest in morality and study of the development of morality in children.

Development of an individual includes physical, mental and spiritual development. Our current educational system is focused on

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mental and physical development of the child, but often neglects moral education.

There is great need of development of moral qualities. We have to lead to betterment of mankind, leading to emergence of an ever-advancing civilization. Human beings are ‘as a mine rich in gems of inestimable value. Education can alone cause it to reveal its treasures and enable humankind to benefit there from ‘.

Morality leads to an internalized set of values and beliefs that guide an individual’s conduct. Morality will transform the whole character of mankind and affect its inner life and external conditions.

You can’t deprive your children from moral education. As foundations of mathematics are taught early and built upon throughout elementary and secondary education, the foundations of spiritual education must begin at school at an early age and continue.

‘In God’s sight ,the best of all ways to worship him is to educate children and train them in all the perfection of humankind , and no nobler deed than this can be imagined.’ Education of children to this level has almost become foreign in our current society.

Schools must strive to educate children in the sphere of moral education. There is need of acquisition of knowledge that will be of service to others.

School curriculum must integrate themes of oneness of mankind, unity in diversity, peace and world citizenship. Children make sense of the moral aspects by using their family’s faith. Children follow the customs and traditions. They start to live life as part of a larger cause. Morality protects from delinquency, substance abuse and psychological
problems and is also associated with social skills, coping skills, valuing diversity, unselfishness, caring, moral attitudes and actions.” Education has continued to evolve, diversify and extend its coverage since the dawn of human history. Every country develops its system of education to meet the challenges of the times. There are moments when a new direction has to be given to an age old process. That moment is today. There is a need to give much greater attention to moral education and cultivation of moral values. 

In the school curricula, moral education should be incorporated as compulsory subject and be assigned a place of importance.

In the Indian way of thinking, a human being is a positive asset and a precious national resource, which needs to be cherished, nurtured and developed with tenderness, and care, coupled with dynamism. Each individual’s growth presents a different range of problems and requirements, at every stage from the womb to the tomb. The catalytic action of Education in this complex and dynamic growth process needs to be planned meticulously and executed with great sensitivity.

In respect of moral education as a vital area of national life, the Government would accept a larger responsibility to reinforce the moral character of education, to maintain moral education, including the teaching profession, study and monitor the moral education requirements of the country as a whole, to cater to the needs of research and advanced study, to look after the culture and Human Resource Development and, in general, to promote moral excellence at all levels of the educational pyramid throughout the country. Educational Policy will be oriented towards giving effect to moral education in letter and spirit.

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In ancient times, the total education was concentrated on the establishment of the existence of God, heaven and hell. If justice is followed, God rewards you with heaven and if injustice is done, God punishes you in the hell. If you say that God exists, people may not believe and may commit sins by which the balance of the society gets disturbed. The necessity of following moral principles is to be proved through very deep logical analysis and discussions. Modern university pass outs do not know subject of moral education.

The results of the present research in Science are leading to the improvement of several amenities of the humanity. But, these amenities are now realized to be the ways of destruction of the environment leading to global calamity in a very short period of time. Our ancient scholars did not encourage such research in science since the advanced knowledge of energy and materials will lead to the destruction of humanity. Moreover, they concentrated on the logical understanding of the existence of God so that the result is a balanced society without corruption and chaos which will give immense happiness to the life of the humanity. We now realize that the ancient materials and technologies were far better for health and environmental balance of the world. Added to this happiness, a strong fear for God and hell and moral principles were well established in the mind of every human being through long period of spiritual and moral education.

Little knowledge of materials and technologies is sufficient for the happiness of humanity and to maintain the ecological balance. This aspect is at the external physical level. Regarding the internal intellectual level, intensified realization results in every human being regarding the existence of God. After a long period of learning, the human being came out of the ancient university with thorough realization of the existence of
God, hell and heaven so that in the practical life, the human being perfectly followed the justice rejecting the injustice at any cost. People did not know even the word ‘corruption’ because everybody was afraid of God and hell. Today, after a long period of learning, the person coming out of the modern university is not at all in touch with the subject of God and moral principles. Moreover, the person is well versed in the technologies of energy and materials and is dedicating the total life for increasing amenities, which ultimately lead to environmental pollution and global destruction.

The present human being is well versed in the concepts of profit and loss and is a master of business administration. Everybody wants to improve the personal amenities even through corruption. Corruption has become a spontaneous global phenomenon. Metals undergo corrosion and the human beings undergo the process of corruption. The government has become corrupt. The government officials are corrupt. Even the judiciary system has become corrupt. In such atmosphere of powerful corruption and corrupt human beings, can you expect a system like lokpal to work perfectly to control the corruption? When all the human beings are corrupt, the members of the lokpal also become corrupt. You cannot bring the angels from heaven to appoint them as members of lokpal. After sometime, you will have to bring another control in the system to control the lokpals! There will be no end to this and the desired aim can never be fulfilled.

The only solution for this present day corruption is to revert back to the ancient system and concentrate on spiritual education. Today, the government does not spend rupees on the propagation of spiritual and moral education. Only a few persons in private and personal sector like saints are taking interest in propagating the spiritual education. At least,
the huge funds of every important temple like Tirupati should be spent on the propagation of spiritual and moral education. You are starting colleges and universities with the funds of such temple, in which again the materialistic education is propagated. Kings used to construct huge temples and spend lot of money on temples. In fact, these temples were the universities in which learned professors of the spiritual education propagated the spiritual knowledge in the humanity. Lot of encouragement was given by kings to this spiritual and moral knowledge, which controls crime and corruption from the basic level itself. Even if you spend 1/10th of what you spend on the control of crime and corruption for the sake of the propagation of spiritual and moral knowledge, the crime and corruption will disappear from the root itself.

1.4 JUSTIFICATION OF THE STUDY -

“The existing separation between the formal system of education and the country’s rich and varied cultural traditions need to be bridged. The domination of modern technologies cannot be allowed to cut our new generations from the roots in India’s history and culture. De-culturisation, de-humanisation and alienation must be avoided at all costs. Education can and must bring about the fine synthesis between change oriented technologies and the country’s continuity of cultural tradition.”

India’s political and social life is passing through a phase, which poses the danger of erosion to long-accepted values. The coming generations have to be filled with a strong commitment to human values and to social justice.

The educational system must produce young men and women of character committed to national service and development. Only then will

education be able to play its vital role in promoting national progress, creating a sense of common citizenship and culture, and strengthening the national integration. Advancement of morality at every stage of our national education will promote virtues of our race. It is need to draw attention to the concern of the government that schools are paying insufficient attention to the moral aspect of the pupil’s development.

Growing concern over the erosion of essential values and an increasing cynicism in society, crimes, teenage pregnancy, suicides and student indiscipline 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.

In our culturally plural society, education has to foster universal and eternal values, oriented towards the unity and integration of our people. Such moral education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Apart from this combative role, moral education has a profound positive content, based on our heritage, national and universal goals and perceptions. Education has to lay primary emphasis on this aspect.

Today scholars spend lot of time on debates dealing with development of new machines and application of energy. The ancient scholars were highly wise, they concentrated on moral teaching so that the society may be free of corruption and chaos and full of happiness.

Everyday in newspapers we read about terrorism, rapes and corruption. Values have become the things of the past. We all are focused upon money and fame. No humanity, no love, no respect, no care, these are the most famous words in our mind dictionary. Why we have become like this, have forgotten our real culture and ethics. We are blindly
following what was never permitted in our culture. We are not humans, as nowadays gang rapes are more popular. Boys are muscular, and here is where they show their strength. And kill the victim mercilessly, enjoying the blood come out of the body. This can't be human behavior. Killing for money, cheating is common and our elders say that they have not taught such lessons to their kids. But the thing is, they even have no time to spend with these young minds. When a person enters into politics, he only fills his pockets, take bribe, do scams, do riots. He has just one priority to have the money, for his hundredth generation to come. That generation can do something, themselves. Why to worry for them, they will be having brain, hands, legs and that would be enough. Has he been assigned for this work.

Why many insist, moral education is needed in schools today are found in the increased incidence of emotional problems for adolescents, teen suicide and murder.

In comparison with other generations, today’s children and youth are seemingly more lacking in decency, integrity, concern for others and morality. It is hoped that incorporating more character education into schools will help lower many of the alarming statistics related to drug abuse, crime and emotional disorders among adolescent.

Besides, a variety of new challenges and social needs make it imperative for the Government to formulate and implement a new Education Policy for the country. Nothing short of this will meet the situation. The coming generations have to be imbued with a strong commitment to human values and to social justice. All this implies better moral education.
Besides, a variety of new challenges and social needs make it imperative for the Government to formulate and implement a new Education Policy for the country. Nothing short of this will meet the situation.

India has always worked for peace and understanding between nations, treating the whole world as one family. True to this hoary tradition, Education has to strengthen this world view and motivate the younger generations for international co-operation and peaceful co-existence. This aspect cannot be neglected.

To promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. Besides, awareness of the inherent equality of all will be created through the core curriculum. The purpose is to remove prejudices and complexes transmitted through the social environment and the accident of birth.

The Nation as a whole has to assume the responsibility of providing support for implementing programmes of educational transformation through moral education.

The government should open its eyes on this basic issue and reform the education system in the light of this concept. The negligence of the present government on moral education is the main reason for the present crime and corruption in the society. The present system of education stressing mainly on science and technology for improving the amenities of humanity is the reason for the environmental pollution and the future untimely global destruction. If you revert back to the ancient education system, every human being will come out as a citizen with in-built aversion to corruption and crime. Such ancient education,
concentrated on God and moral principles, will also reduce the over attachment to amenities and this will lead to ecological balance. Whether the crime and corruption are controlled or not, the existence of God and moral principles should be realized on its own merit and truth. It means that the ancient scholars did not create the concept of God and moral principles for the sake of control of crime and corruption to achieve the balance of society. The existence of God and moral principles was realized as the independent concept on the credit of its own merit.

The ancient education system is composed of several schools like logic, grammar, analysis of sacred scriptures, etc. and all the schools aimed at the subject of God (philosophy) and moral principles only. The student, after realizing the existence of God and moral principles with the help of all the schools of education, comes out as a citizen fearing for crime and corruption. Therefore, the existence of God and moral principles is primary basis and the control of corruption and crime is the secondary consequence.

Morals are certain qualities and values which an individual or a group acquires to differentiate between right and wrong. Moral Education is a system which imparts Moral principles, standards, habits and behavior. Moral Education is universally recognized as one of the key elements in contributing to national development. The wholesome purpose of education is to develop a sound mind in a sound body, to teach virtues of oneness, decency in public life, good manners and behaviour and so on. But when education is partial to academic achievements it is lacking in making a responsible individual. Moral Education is an ancient discipline. It existed long before there were educational institutes. People then knew it by the virtue of their ancestors, the importance of moral values. It was a permanent and prominent part of their life. Few years
back majority of educational institutes used to have moral education classes. Stories from great epics, fables and folk tales of the land were told and students were asked to tell the moral. The young impressionable mind was thus inspired by these and they were in the process of disseminating what they had learned.

In present times it seems as if most individuals either have no sense of morality or they just don’t care. Humanity is still living under the aegis of racism, racialism, nationalism, and excessive and bloated patriotism. We have learned to manipulate the universe, to ward off the threats of nature, to battle plagues, and to protect itself from invaders but the conflicts arising out of greed, poverty, selfishness have not been conquered. This has led to the evolution of the self-seeking politician, the corrupt, the mercenary journalist, the heinous cop and their ilk in all walks of life. ‘Get rich’ has become the latest motto. Everything, including education, has been adapted to achieve this. The altar of success has led to the sacrifice of all else with few exceptions, of course. The goal of education is defeated when it is used to cosmetically furnish the minds to produce doctors and engineers and ignore the sense of right, duty, honour, love of God and humanity. An age has evolved and is flourishing where there is a compulsion to acquire top grades, precious time cannot be wasted on stories and their morals. And then there are certain secular individuals who see danger in everything religious. A breed also exists who do not believe that moral progress is a possibility.

There is a great need for moral rehabilitation and moral consciousness. The world has witnessed many wars, battles on the basis of caste, creed and colour. It is lack of a global understanding that stops mankind from living together. Global understanding and mutual brotherhood is attainable only when children are taught values like
universal brotherhood, faith in one God, not to find fault in others and one mankind at an early age. It is high time people realised the need of the hour and restore back the past glory of mother earth and its pristine purity. Only moral education would lead us to attain our ultimate goal of peace on earth. At one hand morality might not be the happening thing right now but on the other all is not lost as there are those who are approaching this ever-thorny subject in innovative ways. A worldwide moral transformation is an absolute necessity if we are to ensure a vibrant and viable future for human life and stability of societies of the future.

Qualities like tolerance, good conduct in general, tendency of cooperation, love for justice and obedience are some of the aspects of humanity which are essential for a peaceful society all over. The lack of these, results in such people, who have been responsible for destruction of property and mass killing of innocent people. The Two World Wars are huge examples. As of today, such a situation can arise if there is lack of moral education.

Vandalism, violence, greed, selfishness, stealing, cheating, disrespect for authority and the laws of the land, peer cruelty and upsurge in sexual precocity, premature involvement in sexual activities, prostitution, drugs, and other self-destructive behaviors have become rampant in many parts of the world.

Corruption, exploitation, merciless killings, terrorism, casteism, communalism, pollution, global unrest and mutual hatred have evolved and developed in so many forms. Man, machine and money have become the new morals of the modern world. There is a moral crisis worldwide.

There is no doubt that modern education has given to India the key to the treasures of scientific and modern democratic thought. It is the west
that has led the world in advancement in technology and science. It opened up the doors for liberal and rational thinking. It widened the mental horizons of Indian intelligentsia during nineteenth century. However, somewhere it got derailed and now the system of education at all the stages, from preliminary through secondary right up-to the college stage makes mind just a store-house of knowledge. Purpose of education has unfortunately been misunderstood to mean acquiring as much academic knowledge as possible, leading towards award of degrees. Pursuit of material success is super-most objective in the minds of young students. It is making them more and more selfish and intolerant to others. They are drifting almost rudderless without sense of direction. Academic background, career and good earning is important in life for happiness and satisfaction, but more important is living a quality of life, humanity, compassion and self discipline for enjoying life fully.

A drastic change is visible in the values, behavior and etiquette of educated, rich youth of elitist class. Their life style and value system are being gradually replaced by the Western ones. They want to enjoy pleasures of modern life at any cost without any restriction. They are more conscious of their rights and want to enjoy life fully in any possible way without any bondage. They do not like any restriction or comment on their behavior or way of life. Loosening grip of social bondage and observances has made many of them selfish, self-willed and arrogant. Some of them have become so intolerant and aggressive, that they out-rightly discard all social norms and etiquette.

Their thinking and value systems are quite different from the older ones. Most of them generally regard Indian value system as rubbish and its epics as irrelevant. They set their own rules. Their yardstick of smartness is interest in stock exchanges, glamour, pubs, parties, discos or
late night culture, which gives rise to many kinds of social problems. With growing cult of materialism and consumerism, finer values of life are disappearing fast. Lust for material gains, comforts, craze for luxurious and glamorous life style has made them so insensitive that they hardly feel anything about the hardships and agonies of the ‘have-nots’. Friendship and relationship prospers only if these are cost-effective. Modern education is disassociating Indian people from their traditional way of learning, classical roots and knowledge. With it have faded Indian values, philosophies and traditions, which had taught Indians the spirit of tolerance and firm belief in the principle, ‘Live and let live’ has always been the part of Indian ethos. Indians believe in ‘Vasudhaiva Kutumbakam’ – the whole world is one family.

If there is honesty in India today, any hospitality, any charity, any aversion to evil, any love to be good, it is due to whatever remains of the old faith and the old culture. Tolerance, truth, Ahimsa, peace and non-aggression are the hallmark of Indian culture.

The people in India endure injustice and unfairness until they are pushed right to the wall. Many times in the past, Indians had accepted oppression and exploitation without much protest, while such situations would have led to bloody revolutions elsewhere in the world. Even today, the people are tolerating the corruption, scams, scandals and criminal activities developed in political sphere, as well as inefficiency seeped deeply in administration without much protest. People need to be taught not to tolerate injustice and raise their voice against it peacefully.

Graham, E. (1988). Conscientious efforts must be made by schools, families, churches, and communities to help young person’s understand, internalize, and act upon core ethical values such as respect,
responsibility, honesty, fairness, integrity, compassion, self-control, and moral courage. Nucci, L. (1986). Education has downplayed the teacher’s role as a transmitter of social and personal values. Campbell, V., and Bond, R. (1982) studied on Important factors in the moral development and behaviour of youth—Heredity, early childhood experience, modeling by important adults and older youth, peer influence, the general physical and social environment, the communications media, Specific situations and roles that elicit corresponding behaviour. Jha, V. N. (2012) found that to make policy of education, it is not enough to take into account what people think as the goal of human life, but also what should be the rational or logically considered goal of human life. According to Vijayalakshmi, G (2006). Values are the salient features of the individual’s behavior in the society. The concept of value is so deeply embedded in human actions and thoughts that one should make an effort to implement it. The value governed behaviour pattern is reflected in the behaviour patterns of people. The world at present is passing through such value conflict, which is manifested in almost all fields of life. Education system followed at present is mostly materialistic rather than value based. Values are most important to be included and taught right from childhood.

No work has been done related to the title “Analytical Study of Moral Education in Indian Education System.”

Ancient Indian Literature is filled with moral values. I want to know the moral education given in ancient Vedic India, to develop moral principles and social responsibilities in students.

A child should be taught at an early age, about the various golden moral values and virtues. Moral and spiritual values should be infused in a child. He should be taught to differentiate between right and wrong and
which value to put into practice at what point of time. All these values will adorn the bright and glittering personality of a child. The child will be all set and prepared to face the right and wrong of the world and to eradicate all evils right from the roots. Such bold personalities will help in establishing a peaceful and prosperous world.

Moral education, ideally, should give the children a ready set of values, of rights and wrongs, at the school level. As they become young adults, education should fortify their faculty of discrimination, of judgment. They don't need packaged wisdom, but they should be equipped to make the right choices. Further, they should be given lessons in emotional education, so that they are enabled to face the stark realities of life with toughness. Moral education for everyone is vital. Colleges, Universities etc. can take care of this aspect. Just like the study of language and literature, humanities and pure mathematics, morality can be taught and extra facilities can be given to those who pursue it along with their academics.

Moral literacy and good character formation instructions to the youths will be effective if the political leaders, parents, teachers, and other role models in the society practice and demonstrate good citizenship, by doing what is morally right.

All means of media should and can empower people with appropriate knowledge, skills, values and attitudes which are beneficial for mankind.

1.5 STATEMENT OF THE PROBLEM -

“An analytical study of moral education in Indian education system”
1.6 DEFINITION OF TERMINOLOGY-

Moral education-

Pupils' moral education involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them. Foster in students personal and civic virtues such as integrity, courage, responsibility, diligence, service, and respect for the dignity of all persons. Re-engage the hearts, minds, and hands of our children in forming their own characters, helping them `to know the good, love the good, and do the good'. Teach children to share with others, to respect other people and their culture, to preserve and not to give up, to have courage and to stand for the right.

Definition from encyclopedia on moral education “Moral education is a learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others.”

Definition from encyclopedia on education system and oxford dictionary

**Education system** – “Every work needs a system i.e. systematic way for work to happen. Education system is the overall network of institutions and programs through which education of all types and all levels is provided to the population.”
1.7 OBJECTIVES OF THE RESEARCH WORK-

(i) To uncover and generate understanding of the moral education in ancient vedic India.

(ii) To study moral education in post-independent India.

(iii) To analyze the role of teachers in providing moral education.

(iv) To develop action plan for implementing a programme of moral education in Indian education system.

1.8 DELIMITATIONS-

The study is limited to moral education in Indian education system which consists of moral education in ancient vedic India, moral education in post-independent India and role of teachers in moral education.

1.9 THE METHOD OF STUDY-

The method of this study is Historical method. The condition of moral education in Indian education system is understood by studying and analyzing the published literature. The moral education in ancient vedic India and post-independent India, and the role of teachers in providing moral education is studied.

This is a qualitative study and content is analyzed in relation to moral education. The content analysis is based on documents, literature and works of educationists.