CHAPTER-SECOND
REVIEW OF RELATED LITERATURE

2.1. STUDIES RELATED TO MORAL EDUCATION

   
   Major findings-
   
   (i) Violence is fought through restoring pro-social values. Destructive and irresponsible youth behaviors such as violence, dishonesty, drug abuse, and sexual promiscuity have a common core: the absence of good character.
   
   (ii) Character has three interrelated parts: moral knowing, moral feeling, and moral action—knowing the good, desiring the good, and doing the good. When we think about the kind of character we want for our children, it’s clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right—even in the face of pressure from without and temptation from within.
   
   (iii) People do not automatically develop good character. 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.

   
   Major findings-

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¹The Wall Street Journal, p.25.
²London: Allen and Unwin.
(i) Morality is not something to be taken lightly. It is a form of thought and action, parallel to other forms, such as science, history and study of literature. One should understand that science alone cannot promote a country's progress and prosperity. Equal importance should be given to character formation and education also.

(ii) If character training means efforts to ensure reliability of response in accordance with a code, then this would essentially be rather a limited sort of operation. It would not suggest any endeavour to get the trainees to understand the “reason why of things”. According to him when we speak of moral education, immediately envisage tackling people, belief, think of questions of fact and justification in relation to such beliefs.


Major findings-

(i) A list of cultural indicators like average daily TV viewing, % of illegitimate births, children living with single parents, teen suicide rates and violent crime rates are used as a measure of the character of our society. Our society is changing in ways that produce discomfort for most of us. Gross Domestic Product (GDP-the amount of goods and services produced in this country) has risen dramatically relative to the growth in population, with a corresponding increase in spending on social programs, data on indicators that might be used as a measure of the nation's character show movement in the opposite direction. The influence of all of the major social institutions that influence character development in our

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3 Education Week, 12(28).32.
young people, not just schools. However, schools do have an important influence and we should use that influence judiciously.


   Major findings-

   i. The family is the most important influence on a child’s character, and schools cannot fully compensate for family failure in this area, school professionals also can work with parents to encourage and support them in their role as the primary moral teachers of their children.

   ii. If schools wish to maximize their moral clout in the face of the negative societal influences that surround children, they must take a comprehensive approach. This approach views everything in the school day as affecting values and character. The way in which sports are conducted, grades are allotted, teachers behave, and corridors monitored all send moral messages. If a school wants to instill values such as respect and responsibility, the messages have to be consistent.


   Major findings-

   (i) The two educational goals most desired by both the public and educators—academic competence and character

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5 Berkley, CA: McCutchan.
development—are not mutually exclusive, but complementary. Competence allows character to be manifested in highest forms and vice versa.

(ii) Students who were self-disciplined or more religious, hard working, or valued learned scored higher on achievement tests.


Major findings-

(i) Schools are responsible for guiding children in the step by step developmental process. Moral development and learning ethical values is a step in the process of greater development.

(ii) Children inherently know to respect and listen to people in positions of authority. Teachers spend a large portion of the day with the students, often more than even the children’s parents do with their kids. Therefore teacher has ample opportunity to educate children not only in academic subjects, but in character and values as well.


Major findings-

(i) Every teacher is a values educator. What we are and do, speak louder than what we say. The worship of knowledge over wisdom, greed over justice and compassion, the satisfaction of the wants of a few at the expense of the needs

7 Keynote address.
of most, unbridled competition over cooperation, -- is bringing our technologically–advanced world to the brink of the destruction of the human spirit.

(ii) Values are caught rather than taught is a truism. Personal example, not precepts, is the best teacher and that the values educator to be effective has to be a role model, for one teaches more by how one lives than by what one says.

(iii) Values education is the heart of all education which is human, holistic and democratic, progressive and modern, yet respectful of differences, tolerant and appreciative of diversity, these are the ingredients we need to transform our culture of violence to a genuine and sustainable culture of peace.


Major findings:

(i) Teacher education has downplayed the teacher’s role as a transmitter of social and personal values. Teacher education emphasises areas such as teaching techniques, strategies, models and skills.

(ii) The vision of a good teacher is as the good technician, the skilled craftsman, who has acquired those behavioural skills and strategies that the effective teacher relates to achievement. Effective is defined as the student’s scores on standardised tests of basic skills without concern about the students’ morals.

(iii) Educational psychology rather than philosophy has become the basis of teacher training. Additional emphasis must be
placed on the philosophical why of education in addition to the technical how.


Major findings are:
(i) Important factors in the moral development and behaviour of youth- Heredity, early childhood experience, modelling 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.


Major findings-
(i) Democratic, middle class parents spend more time answering children’s questions, giving them reasons why they are expected to behave in certain ways and explaining why they consider some behaviour morally unacceptable
(ii) Children from such families are thus more likely to understand reasons offered them and to formulate their own at an early age than those from lower status families where “because I say so” takes the place of a reasoned explanation.


Major findings-

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10 Berkley, CA: Mc Cutchan.
11 Experiments .XXII(8)
(i) Values operate as criteria making judgement between alternative courses of actions and they directly influence the quality of person’s behaviour and conduct.

(ii) In the profile of evolution of values, the family everywhere remains as the nursery where the values originate and where they can be tended with care. Next to family it is the place of learning that provides the essential climate and nutrients for their nourishment, growth and development.


Major findings are-

(i) 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’.

(ii) Critical and philosophical examination recommends, an immediate goal and an ultimate goal of life. The immediate goal cannot be the ultimate goal. ‘The immediate goal’ should be considered, together with the ultimate or the logical goal and not in isolation.

(iii) The immediate goal takes care of all needs of sustenance and comfort which all human beings want. This is the minimum that any education must provide. When one aspiration is fulfilled a human being has a feeling of achievement and that gives him or her joy which prompts him or her to go for it again and again in order to achieve more and more. There cannot be any upper limit of ‘achievement’. Human beings suffer from inherent weaknesses and as such the initial

12 www.spiritualeducation.org/work/conf
minimum ‘want’ or ‘need’ gets transformed into ‘greed’ and
greed has no upper limit. That is why, this, so-called
‘achievement’, cannot be posited as the ultimate goal of
human life. This goal cannot be recommended as the
ultimate purpose of human life because this will never allow
a human being to have a sense of fulfillment. The ultimate
goal of life called ‘fulfillment’ which alone can generate a
sense of ‘peace’ or a sense of ever-lasting happiness by
putting a check on the tendency of ‘greed’.

(iv) The ‘education’ which does not take into account the
ultimate goal of life namely, a sense of fulfillment, is no
education at all. That ultimate state is the state of
discovering one’s own self. A true education must lead one
to that state ultimately. No ‘education’ which does not do
this job is worth its name.

(v) This philosophy does not preach running away from the
mundane responsibility or discourages one from going for
more and more achievements, rather it teaches how to
incorporate spirituality in general education so that one can
live a harmonious life without causing any harm to any
body.


Major findings-

(i) values are the salient features of the individual’s behaviour
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.
(ii) 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.


Major findings-

(i) Education should be value-oriented because value-education forms the foundation of character development.

(ii) Education is able to inculcate in children the values like tolerance, honesty, sympathy and sincerity.

(iii) A foundation course in value-education at higher education level should be introduced.

(iv) In order to inculcate values among students, teacher should have value charged personality.

(v) The curriculum must be redesigned in a way to inculcate values.

(vi) Education alone cannot change the value system of the society. There are always conflicts between the values taught at the school and values that a child receives at the home.

(vii) The mass media and press have a great influence on the children and youth to inculcate values.


Major findings-

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14 The educational Review.Vol.46.
15 Deep and Deep Publications
(i) There is a necessity of imparting moral education at primary school level.

(ii) The themes of prayer conducted by all schools under study are: self control, god and goddess and nationalistic feelings.

(iii) The activities in morning assembly are: speech on moral education, stories on specific character, inspiring sentences from culture and literature.

(iv) Guest lectures, discussions, social service programmes are organized for awaking moral values and instilling good behaviour, cooperation and helpfulness among children.


Major findings-

(i) Education in human values should be included as an important element in all subjects and not to be taught as a separate compulsory or optional subject in the school curriculum by a separate specialized teacher.

(ii) Common features of these schools are prayers, celebrating festivals and co-curricular activities.

(iii) Distinctive features of these schools are strict, touching the feet of their teachers daily, visit to deprived sections of the society - hospital, save oil, collection of funds, keeping facts, feeding blind, counseling period, meditation, culture classes, concentrating on natural surroundings, etiquette, discipline and free education.

(iv) Successful schools with respect to their effort in value transmission had residential approach and adhered to all the

16 Regency publication.
principles of their founders, lack of involvement of teachers and school management and the values contributed to the failure of value transmission in some school.


Major findings-
(i) Crisis in respect of cultural identities is a phenomenon, which follows impersonalization brought about by intercultural exchange, made possible by science and technological advancements and the economic liberalization.


Major findings-
(ii) Truth and Right Conduct should be adhered to with pure intentions. A righteous life leads to peace
(iii) Love should find expression in non-violence.
(iv) The education in human values has to begin right from early childhood and then be extended to the school stage.


Major findings-
(i) A variety of learnings encompass the complex progress of value education. The learning ranges across awareness and understandings, sensitivity, appreciations and concern responsible choice and decision making, willingness and commitment to action.
(ii) They suggest a range of techniques and activities such as reading, listening and discussion activities, visual and multi

17 Journal of Value education, (1(1).
18 New Delhi,NCERT.
senior experiences, enacting, modeling role-play type activities etc. dealing with value dilemmas, value clarifications and learning by living activities. enacting, modeling role-play type activities etc. dealing with value dilemmas, value clarifications and learning by living activities.


Major findings-
(i) Provision of co-curricular activities in schools is the highest in speech activities and the lowest in education for cooperation.
(ii) Boys are developed more personally than girls.
(iii) Students have more development in their philosophical attitudes towards life.
(iv) Students social development is better than their personal development.


Major findings-
(i) A need is felt to humanize science education by cultivating values through a new order based on scientific and technological training.
(ii) A need to produce students of science with responsibility. If Science is to be relevant to life today and life in future,

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¹⁹ Ph.D. Education, Utkal University.
²⁰ Journal of Value Education. (1) 1.
Science teachers have no alternative but to consider the relationship between science and values.


Major findings-
(i) Students give top ranks to obedience, honesty, self-control, bottom ranks to being logical, imaginative, capable and broad minded.
(ii) Students of denominational schools prefer being helpful, cheerful, loving and clean while students of secular schools prefer being polite, courageous and independent.


Major findings-
(i) Rituals and ceremonies were representative of both ideological and educational forms of discourse.
(ii) Two kinds of teachers were working the ideologic and the professional development depending on their mode of recruitment and varying commitment in the ideology in particular and education in general.
(iii) The pupil’s culture was seen as encompassing the gamut of activities in which the pupils participated with the differing perspectives.


Major findings-

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21 Quest in Education.XIV(3)
22 Ph.D.Sociology.Delhi University.
(i) Values cannot be taught through formal and direct teaching. They can be inculcated only when the institutions provide activity for it and experiences inside and outside the school, which promote responsibility, co-operation, honesty, fair play and self control.

(ii) Education for values has to be based on the ideas of supremacy of reasoning over anything else and not only unintelligent conformity.

2.2 CONCLUSION AFTER ANALYSIS OF ABOVE STUDIES RELATED TO MORAL EDUCATION-

Most of the studies reveal the need and importance of moral development through moral education, but this finding is not being applied.

Character has three interrelated parts: moral knowing, moral feeling, and moral action — knowing the good, desiring the good, and doing the good. When we think about the kind of character we want for our children, it’s clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right even in the face of pressure from out and temptation from within. People do not automatically develop good character. 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.

Morality is not something to be taken lightly. It is a form of thought and action, parallel to other forms, such as science, history and
The family is the most important influence on a child’s character, and schools cannot fully compensate for family failure in this area, school professionals also can work with parents to encourage and support them in their role as the primary moral teachers of their children. If schools wish to maximize their moral clout in the face of the negative societal influences that surround children, they must take a comprehensive approach. This approach views everything in the school day as affecting values and character. The way in which sports are conducted, grades are allotted, teachers behave, and corridors monitored all send moral messages. If a school wants to instill values such as respect and responsibility, the messages have to be consistent.

The two educational goals most desired by both the public and educators--academic competence and character development--are not mutually exclusive, but complementary. Competence allows character to be manifested in highest forms and vice versa. Students who were self-disciplined or more religious, hard working, or valued learning scored higher on achievement tests.

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opportunity to educate children not only in academic subjects, but in character and values as well.

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Education should be value oriented because value education forms the foundation of character development. Education is able to inculcate in children the values like tolerance, honesty, sympathy and sincerity. A foundation course in value education at higher education level should be introduced. In order to inculcate values among students, teacher should have value charged personality. The curriculum must be redesigned in a way to inculcate values. Education alone cannot change the value system of the society. There are always conflicts between the values taught at the school and values that a child receives at the home. The mass media and press have a great influence on the children and youth to inculcate values.

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