

# Practice of Moral Education in Real Life

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**Abstract:** Education is a key element in the process of development. Education and development are the two sides of the same coin. The main aim of education is all-round development i.e. physical, mental, spiritual, social, moral, political, technical and economic development. At present there are so many challenges in the society. They are alcoholism, drug-addiction, teenage pregnancy, pollution, malnutrition, unemployment, corruption, violation of human rights, domestic violence, sexual harassment, terrorism and so on. The four pillars of education are: 1. learning to know; 2. learning to do; 3. learning to live together and 4. learning to be. At present the main aim of education is shifted from character development to career development. Majority of people feel that education for earning and employment. All the students are learning many things in the educational institutions since childhood but only few students are doing/applying the learned things in their daily life. There is an urgent need to motivate all the students and people to practice the learned values and moral education in their practical lives. In the present paper an attempt has been made to expose the practice of moral education in real life. Fight for right and never give up are the most important morals in the present paper.

**Index Terms:** Moral Education, Practice, Real Life and Philosophical Ideas.

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## Introduction

Education is a key element in the process of development. Education and development are the two sides of the same coin. The main aim of education is all-round development i.e. physical, mental, spiritual, social, moral, political, technical and economic development. According to the Father of Nation, M.K. Gandhi... "If wealth is lost, nothing is lost; if health is lost, something is lost and if character is lost, everything is lost". Simply we can say that the best of all things is character. At present there are so many challenges in the society. They are alcoholism, drug-addiction, teenage pregnancy, pollution, malnutrition, unemployment, corruption, violation of human rights, domestic violence, sexual harassment, terrorism and so on. The four pillars of education are: 1. learning to know; 2. learning to do; 3. learning to live together and 4. learning to be. At present the main aim of education is shifted from character development to career development. Majority of people feel that education for earning and employment. All the students are learning many things in the educational institutions since childhood but only few students are doing/applying the learned things in their daily life. There is an urgent need to motivate all the students and people to practice the learned values and moral education in their practical lives.

## Moral

Bull in his book *Moral Education* (1969) told that ‘The child is not born with a built-in moral conscience. But he is born with those natural, biologically purposive capacities that make him potentially a moral being’ (p.15). According to Wilson et al (1967, p.129): ‘A child needs to accept ... a certain code of behaviour, parental commands, traditional rules etc.’

All morality consists of relationships between persons; that its three concerns are therefore, self, others and the relationship between them; and that the heart of morality is therefore respect for persons. [The child’s concept of a person] does not have to be learnt as such, [but] it does have to be built up by moral education in terms of knowledge, habits and attitudes (Bull, 1969, p.127).

Lickona (1996) argue that respect and responsibility are the two core components of morality from which any other principle derives. The term respect includes two aspects, that is respect of oneself and respect for others (their beliefs, opinions and culture). Responsibility involves an acceptance for one’s own life and deeds and the commitment to the welfare of the society generally through an active participation in the socio-economic, political, cultural activities of the community.

Morality is viewed as the —system of rules that regulate the social interactions and social relationships of individuals within societies and is based on concepts of welfare (harm), trust, justice (comparative treatment and distribution) and rights (Smetana 1999). This is how humans determine their actions based on their cognitive abilities to interpret a social situation. Issues of reasoning, problem solving skills, self-control and adaptability are components in exhibiting key components of the moral process.

## Education

*“I think an education is not only important, it is the most important thing you can do with your life.”*

...Dean Kamen

*“The roots of education are bitter, but the fruit is sweet.”*

...Aristotle

*“Education is the most powerful weapon which you can use to change the world.”*

...Nelson Mandela

*“Education is not a problem. Education is an opportunity.”*

...Lyndon B. Johnson

According to M.K. Gandhi education means *“an all-round drawing out of the best in child and man-body, mind and spirit”*.

## Moral Education

Moral education refers to the processes through which the relevant knowledge, attitudes, values and skills are transmitted and developed in children. As such, it focuses on the development of the cognitive, social and emotional skills which are necessary for moral thinking, action and feeling. Moral education concerns thus

the practices and strategies that socializing agents use to equip children with the resources to address issues about right and wrong in their everyday life. The aim of moral education in the school is thus to help students become autonomous decision makers but, at the same time, to create an attachment to fundamental values like respect and responsibility (Hamm 1989: 158).

Teachers and parents should confront the child with their own moral codes in a very clear and definite manner so that, whether he accepts or rejects a code, at least he knows what he is accepting or rejecting (Wilson in Wilson et al, 1967, p.132).

### **Practice**

Practice means regular activities. Practice means action rather than thought or ideas. According to Cambridge dictionary practice means “*the act of doing something regularly or repeatedly to improve your skill at doing it*”.

### **Objectives of the Study**

The main objectives of the present study are:

1. To identify the innovative ways to fight for right for justice.
2. To find out the list of moral values associated with fight for right.

### **Methods of the Study**

For the present study the investigator has used the descriptive method.

### **Delimitations of the Study**

The study is limited to the real experience with special reference to the promotion issue of the investigator.

### **Practice of Moral Education**

#### ***i) Background***

The investigator Dr. Naraginti Amareswaran was born and brought up at rural place of Andhra Pradesh. The investigator was motivated by his family members and teachers directly and writings of great authors indirectly to practice the moral education in his real life. After his school and university education he has joined as an Assistant Professor of Education at North-Eastern Hill University (NEHU) in the Shillong city of Meghalaya state in the year 2013. Before joining in North-Eastern Hill University he has served as a Post-Doctoral Fellow more than one year sponsored by Indian Council of Social Science Research (ICSSR), New Delhi. After joining in NEHU the investigator has enquired about Career Advancement Scheme (CAS) for promotion. The investigator has found that the research experience as Post-Doctoral Fellow is countable for promotion. He has decided to get promotion through proper channel.

**Fight for Right**

The investigator has written many letters to higher officials at university level. Based on their response he has filed an even number of Right To Information (RTI) and grievances. The details of the information is mentioned in the given below table.

S.No.	Person/Organization	Date of Submission	Date of Reply	
1	Deputy Registrar, NEHU, Shillong.	04-08-2015	19-08-2015	
		25-08-2015	11-09-2015	
		26-09-2016	No Reply	
		23-02-2017	No Reply	
		10-03-2017	No Reply	
		14-10-2017	No Reply	
2.	The Director, IQAC, NEHU, Shillong.	23-08-2016	26-08-2016	
		26-09-2016	No Reply	
3.	Vice-Chancellor, NEHU, Shillong.	26-09-2016	No Reply	
		23-02-2017	No Reply	
		10-03-2017	No Reply	
4.	Registrar, NEHU, Shillong.	26-09-2016	No Reply	
		23-02-2017	No Reply	
		10-03-2017	No Reply	
5.	Prime Minister Office, New Delhi.	11-09-2016	21-06-2016	
		<b>31-12-2016</b>	<b>08-03-2017</b>	
	UGC, New Delhi.	UGCOM/R/2016/53007	04/07/2016	19/07/2016#
		UGCOM/R/2016/53035	04/07/2016	19/07/2016#
		UGCOM/A/2016/60722	19/07/2016	01/08/2016#
		UGCOM/R/2016/54262	<b>11/09/2016</b>	<b>07/11/2016#</b>
		UGCOM/R/2016/81836	<b>11/11/2016</b>	<b>03/01/2017#</b>
		UGCOM/A/2016/61309	<b>17/12/2016</b>	<b>25/04/2017#</b>
UGCOM/R/2017/51858	<b>09/05/2017</b>	<b>13/09/2017#</b>		
7.	CIC, New Delhi.	CICOM/R/2017/50472	12/08/2017	
		CICOM/R/2017/50477	14/08/2017	

# - partial reply, \* -On process.

The investigator has requested first time to the Joint Registrar (Establishment-II) to consider his PDF experience for promotion through his letter dated on 04<sup>th</sup> August, 2015. The investigator has received reply within 15 days by requesting to submit the relevant information. The investigator has submitted all the

necessary and relevant information to the university. The Joint Registrar (Establishment-II) has again asked to provide some more documents. The investigator has the same and requested an even number of times to consider his request. The investigator has submitted his requisitions to the Director of Internal Quality Assurance Cell (IQAC). He has received reply from the Director of IQAC diplomatically by stating that “*your application for promotion under CAS will be considered as per the UGC guidelines adopted by the appropriate NEHU statutory bodies and the guidelines issued to IQAC*”. The investigator has requested the Director of IQAC to give one word reply (yes/no) whether the service of PDF will be counted for CAS or not. The investigator has observed that majority of the officers are simply working without taking decision rightly and also working by providing diplomatic replies. Everyone is living in the safe zone without taking risk.

The investigator has requested the Vice-Chancellor and Registrar of the university (NEHU) to place his matter in front of Executive Council (EC) and Academic Council (AC) to take proper decision. No single officers have taken the action. The Joint Registrar of Establishment –II has written four letters to UGC for clarification. (1<sup>st</sup> letter on 11<sup>th</sup> August, 2016; 2<sup>nd</sup> letter on 20<sup>th</sup> October, 2016; 3<sup>rd</sup> letter on 11<sup>th</sup> April, 2017 and 4<sup>th</sup> letter on 5<sup>th</sup> October, 2017). There is no single reply from UGC till date. This is the way of functioning of UGC for the sake of Higher Education in India.

The investigator has filed two grievances to the Prime Minister’s Office, New Delhi. The reply for first grievance is “*The Central University of NEHU is a statutory Autonomous Organization established under an Act of Parliament and governed by its Act, Statutes and the Ordinances made there under. All administrative matters including recruitment of teaching and non-teaching staff and academic decisions are taken by the University with the approval of its statutory bodies, such as Executive Council, Academic Council and Court etc. Ministry does not deal with day to day Administrative matters of the university. You may contact UGC in this regard*”. The reply for second grievance is “*As already informed earlier Ministry does not deal with day to day academic/administrative matters of the university which functions according to Act & Statutes. The matter mentioned in your grievance may be taken up with the University/ UGC*”. Based on the replies of PMO the investigator has filed an even number of RTIs on UGC. The UGC guide lines are also not mentioned clearly. The Public Information Officers of UGC are not providing the relevant information. For some of the RTIs the UGC CPIOs are taking more than one month also to give simple reply. The UGC CPIO has given reply to RTI (UGC/M/R/2016/54262) after fourth month of filing and found that the third letter of NEHU written on 11<sup>th</sup> April, 2017 was not received by UGC till date.

The investigator has also filed an even number of first and second appeals to CPIO of UGC. The UGC CPIOs are not giving the relevant information. The investigator has found very useful information which supports his CAS promotion. There are many universities in India (Jawaharlal Nehru University, New Delhi; Central University of Punjab, Bathinda; Pondichery University, Puducherry etc) are considering the PDF experience for CAS promotion and direction recruitment also. The investigator has provided all these

information to NEHU and UGC but there is no positive reply from any one. Still he is waiting for reply from them.

At finally the investigator has decided to file second appeal through RTI to Central Information Commissioner, New Delhi. He has also filed another appeal through RTI only to provide supporting documents to CIC, New Delhi. The CIC has filed complaints against to UGC (CIC/UGCOM/A/2017/157402 and CIC/UGCOM/A/2017/157404). The case is in progress. The investigator is ready to fight for his right until to get justice.

### **Educational Implications**

The investigator has identified many educational implications through the practice of moral education in his real life. They are:

1. Never give up.
2. Fight for right.
3. Do hard work to reach your goal.
4. Be patience to get justice.
5. Be fearless to fight for right.
6. Be honest to fight for right.
7. Respect rules and regulations.
8. Prefer peace and non-violence to get justice.
9. Think innovatively.
10. Never disappoint during your activity.
11. Be energetic while doing something.
12. Be hopeful while doing difficult task.
13. Nothing is impossible.
14. Where there is a will there is a way.
15. Truth always wins (Sathyameva Jayathe).
16. Technology is powerful.
17. Search for truth.
18. Problems are stepping stones for success

### **Conclusion**

Many people and students are learning many things daily. Only few people and students are putting into practice which they have learnt. The very right saying “Practice makes man perfect” motives the students/people to do more and more practice to become expert. According to John Dewey “*learning by doing*” is the best way of learning. It is a right time to recollect the Chinese proverb “*I hear and I forget. I see and I*

*remember. I do and I understand”*. There is a need to teach moral education at educational institutions by doing good things instead of teaching vocally. The investigator has learnt many things from his parents, teachers and through books. He is practicing it in his daily life. His main intention to write this paper is to motivate at least one student to fight for their right.

## References

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