



A Study of Perspective of Moral Education in Socio-Economic Status

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Abstract

Most thinkers, educational practitioners and parents acknowledge that children are born helpless and need the care and guidance of adults into their teens and often beyond. More specifically, children need to learn how to live harmoniously in society. Historically, the mission of schools has been to develop in the young both the intellectual and the moral virtues. Moral education, then, refers in helping children acquire those virtues or moral habits that will help them individually live good lives and at the same time become productive, contributing members of their communities. In this view, moral education should contribute not only to the students as individuals, but also to the social cohesion of a community.

Introduction

All civilized societies claim that their educational content will include individual and social morality and it transmitted through parents, Farmington trust was founded in October 1965 of which A.D.C. Peterson, M.A.O.B.E., Director of the department of education at Oxford University was the first Chairman and professor and professor John Wilson is the present Director of the Research team in Moral Education. John Wilson assistant by two research associates,

Normal Williams and Dr.Darry Sugarmannheve had done some fundamental research in the field of Moral Education. In their work they tried to cleared what is Moral Education, who can said to be morally educated which findings of psychology and sociology are relevant to it and How can be children at school be morally educated.

Evaluation of Moral Education: A Historical Perspective

In this we can examine the question how the Western Europe has inherited its cultural and educational traditions from the Jewish and Hellenistic foundations, and show their attitudes towards moral education.

The founder of Christianity was born and lived amongst the Jewish people, the Christian Church was established in the Greco Roman vitalization of the Mediterranean world. It was in Hellenistic Palestine that Jesus taught, it was in the language of Greece and Rome that Marriage was communicated, it is from these two sources that Western Europe has inherited its education culture. We come to know across two great names in the field of Oral Education, the first, Solomon, the most wise man, a Jew and second, Quintilian, the Roman.

Scientific Approach to Moral Education

Francis Bacon and Rene Descartes, a new approach to educate the youth was set in what has been once assumed was now to be proved. Thus the authority of Aristotle and Church used to lose much for their influence and in fact, the method of science was born.

The last sixteenth instructions in home moral and religious institutions in home and school were more formal than profound. Most of the schools insisted on the respectability of a teacher, is not found free from grosser vices of drinkers and gaming and so on. All rules for school boys were especially directed against ribald words and filthy communications. Foster Weston informs us how manuals and teachers.

Child control theory

John Locke, the British philosopher, has maintained a definite view about the nature of the mind. According to Locke, it is a 'Table Rasa', A white tablet A Black Chamber' into which sensations and reflection provide all the sensible data and the mind by virtue of its active nature formulated simple and Complex ideas. Locke's theory of mind was received in France and was applied to the theory of moral education and this application led to two types of trends. Talking the from Locke, J. Housman emphasized above all the capacity of mind to react to sensory experience. He regarded that the creation of good individuals is the primary purpose of education. But, Cadillac and hoplites, who stresses the passivity of the mind its reception of sensory impressions, held that men are what

they are largely because of their social environment and education, and further maintained the view that as the character of the state depends on the kind of education received by its citizens any reforms of society then depends on public control of education.

Humanities Approaches to Moral Education

When the medieval mind has come to encounter the spirit of a new age and new tones of life, the conception about human beings went through such a rapid transformation that the medieval views about life, beauty, education and life and man's soul are replaced by the new philosophy of life that is ushered in by the humanistic approach. Men and women are no longer regarded as the play users of souls to be saved but as bodies and minds to be cultivated; natural beauty is there for man's appreciation, to be explored and portrayed, the mind of man is to be freed from the limitless exploitation of his own capacities.

For the awakening of the human dignity the scholarly minds of the renaissance not only received the classical learning, but also a new impetus was given to the entire meaning of human being his life and activity.

Moral Education as a process of socialization and acculturation

At the university of Sorbonne, during the year 1902-03, Professor Emile Durkheim offered a course on moral education in the form of a series of lectures and the work was translated and published into English. In this work Prof. Durkheim has brought out the need to have moral education at the elementary school and also at high school level. Adopting the psychological method of education, Prof. Durkheim probed into the nature of moral education, the elements of moral education and how one can develop moral consciousness in a child. The elements of moral education, according to Prof. Durkheim, are three:-

- i) The spirit of discipline.
- ii) The attachment to social groups.
- iii) The autonomy or self-determination

Limitation of the Study

It is true that I still try my best to collect an appropriate matter, to define my research and to provide accurate conclusions. But it is also a universal truth that research has no end.

After research will be completed there will many scopes left for next researches. I hope my research work will be helpful for that person.

Conclusion

A life of strict discipline was prescribed for the students in order to sensual pleasures of all types and leads a simple ouster life. They were highly acquire this high ideal of perfect mastery over the sense. They had to shun inspired by the high ideals of the teachers with whom they lived in intimate and close contact and imbibed moral and social virtues by their precept and example. The tender side of their nature at the same time was nourished and domestic virtues developed by affectionate and sweet relationship with children and wife of the teacher.

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