

Utility of Moral Values in Environmental Education: A study in the School Education in Bhopal and Sehore of Madhya Pradesh

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Abstract: *In Education imparting morality and moral values are very much important. Utility of moral values is very much significant in the Environmental Education, as as it refers to be organized efforts to teach how natural environment function and particularly how human beings can manage behavior and ecosystems to live sustainably. It also provides the worlds citizen with the capabilities to identify the problems and consequently the solutions in their investigations. It acts as a vehicle for securing the environment and develops the awareness for transmitting the sense of responsibility to the people of the same generation or the next. Attempts have been made in this paper to review the importance and significance of moral values in environmental education with the discussion the perceptions and status of moral values in Environmental Education in India. Finally, on the basis of empirical study it will show the process of changes in the behavior of the students in the utility of moral values in the schools, both primary and higher secondary in the districts of Madhya Pradesh, a union of state in India.*

Keywords: *Moral values, Environmental Education, Schools children, changes in behavior*

I. Introduction

The concept of morality has been variously defined by philosophers and psychologist but in common terms it can be interpreted to mean a person's or society's view of what is perceived to be the highest good. Such a view is based on a set of principles, ideas and norms that are used to distinguish between 'right' and 'wrong'. 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). Thus, moral is defined as right conduct, not only in our immediate social relations, but also in our dealings with our fellow citizens and with the whole of human race. It is based upon the possession of clear ideals as to what actions are right and what are wrong and the determination of our conduct by a constant reference to those ideals. 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. Holistic development of an individual is incomplete if moral values are neglected. In other word, each society defines for itself what is right or wrong. Therefore, moral is defined as right conducts as guided by or defined by the respective society. For having the moral values, the following qualities or characteristics are required to establish moral values in the society or comunity:

1. Truthfulness, 2. Cooperation, 3. Courage, 4. Humility, 5. Self-confidence, 6. Help, 7. Patriotism, 8. Honesty, 9. Social service, 10. Industriousness, 11. Perseverance, 12. Sacrifice, 13. Modesty, 14. Non-violence, 15. Love, 16. Compassion, 17. Patience, 18. Kindness, 19. Forgiveness, 20. Friendship, 21. Fearlessness, 22. Discipline, 23. Simplicity 24. Praise, 25. Austerity, 26. Responsibility, 27. Peace, 28. Respect, 29. Happiness, 30. Tolerance 31. Unity, 32. Freedom, 33. Gratitude, 34. Cleanliness

Today Education is not simply just a nine letter word as a superior term in the dictionary. Education is the basis of socialization process in the human society. Human resource development and advancement depend upon education. It provides the knowledge of behavior and attitudes which are valuable for living and having utility for society and also gives the idea of distinction between dark & light and truth & false. It also develops the creativity in the human being. It provides the human being the sense of adaptation the surrounding ecology and environment and develops the power to control over it. It gives the sense of excellence, height, liberty and purity in the human minds. The boys and girls can reach the apex of civilization due to education. It does not provide survival mechanism only, rather develops the ideals in life. Education does not confine itself in the individuals rather it extends to the development of society or nation. It raises the sense of social consciences and preservation of our heritage (Sharma, 2008): 179). Education is the combination of literacy and morale values. Students are the future of our Nation. We are taught moral lessons at home and in school such as love fellow human beings, respect elders, no wrong things should be done, never speak lies, love your country, don't be jealous etc. But nowadays everywhere crime flourishes. We see corruption; old people are sent out of home

and treated badly. People are unaware of the truth. Jealousy has become the overall base of life. Plato says that Education orients the students to fit their good qualities to their habits or nature (Pandey, 2003: 10).

The roots of Environmental Education can be traced back as early 18th Century When Jacques Rousseau stressed the importance of education focusing on the environment with the basic tenet being “study Nature, not books”. Environmental Education is an important subject to deal with as it refers to be organized efforts to teach how natural environment function and particularly how human beings can manage behavior and ecosystems to live sustainably. It is a multi-disciplinary field integrating various disciplines. Environmental Education provides the knowledge and Education of the World Universe in order to understand and identify the problems and to find out the resolutions. This is part and parcel of science as it raises the awareness of the environmental problems and also gives the ideas of environmental and livelihood securities. Today pollution and eco-systemic Imbalance are the great threats to World’s Environment. International Organizations have been looking into the matter of reduction of environmental pollutions and to conserve the environmental resources. These have been over-spoken and dealt with in various meetings, summits, seminars and workshops. They have identified that to provide knowledge and skills or capabilities, the sense of moral values is very significant as it develops the patience, tolerance, sense of cleanliness, humility, courtesy, patriotism and nationalism for the society and nation in the sense of safe and security of the environment. The environmental education builds the structure of human life and develops the solutions for advancement and development. From the analysis of the various researches this has been found out that the students in the Environmental Education require awareness towards environment and their change of behavior towards moral values. In environmental education where there has been deficiency in cleanliness, negligence for the conservation, it provides the process of attitudes to live happily and comfortably. In this process the individuals seek the ways of development and find out the directions for being civilized, cultured or capable.

In the present day society, the students or learners are very important human resources for overall development of the family and society as well as nation. For these reasons developing moral values are very much significance in all the places or areas in the life of the students. They should be brought to that level so that they should be capable for building society and nation. In the IUCN seminar held at international level this was inferred that environmental education had the responsibility to provide the individuals with the knowledge and skills to learn about their own culture as well as ecological world. It makes the arrangement of making the habit of taking decisions for maintaining the code of conduct in consistency with quality of environment. It also provides the world’s citizen with the capabilities to identify the problems and consequently the solutions in their investigations. It acts as a vehicle for securing the environment and develops the awareness for transmitting the sense of responsibility to the people of the same generation or the next. Chapman Taylor says that there is the requirement of curriculum for the sake of developing good citizenship or to provide the strength for securing their life in crisis. It has been the goals of providing knowledge as well as practical behavior to bring about change in the life. According to R.N. Mciver the earth surface and its natural setting resources including soil, water, trees, minerals, livestock influence the life of the human society and are pertaining to geographical environment. One of the current trends within Environmental Education seeks to move toward an approach of ideology and activism.

In the modern days the utility of moral values is very much necessary in the environmental education. By this society and nation can secure the environment and conserve it with the help of morality. From the basis of the new research the relation between environmental education and moral values are very much necessary to investigate so that the students can enhance their knowledge and they can identify the real problems environment for the sake of societal and national development. In this research they have derived that it is required to change the behaviors and attitude of the students to the environment and build their awareness towards the utility of moral values.

2.0 Objectives of Paper

1. To review the importance and significance of moral values in environmental education;
2. To discuss the perceptions and status of moral values in Environmental Education in India
3. To show the process of changes in the behavior of the students in the utility of moral values in schools in Madhya Pradesh, a union of state in India.

II. Review in literature

The modern Environmental Education movement was gained significant momentum in late 1960s and early 1970s stems from ‘Nature study and Conservation Education’. This was initiated first from the Declaration of the United Nations Conference on the Human Environment on June 5-16, 1972. The document was made up to 7 proclamations and 26 principles “to inspire and guide the peoples of the World in the preservation and enhancement of the Human Environment”.

Next, The Belgrade Charter was the outcome of the International workshops on Environmental Education held in Belgrade, Yugoslavia, (New Serbia) from 13-22 October, 1975. The Belgrade Charter was built upon the Stockholm Declaration and adds goals, objectives and guiding principles of Environmental Educational Programme. It defines an audience of Environmental Education, which includes the general public (Sharma, 2008: 24). In 1977, the Intergovernmental Conference on Environmental Education in Tbilisi, Georgia emphasized the role of Environmental Education in preserving and improving the global environment and sought to provide the framework and guidelines for environmental education. The Conference laid out the role, objectives, and characteristics of environmental education, and provided several goals and principles for environmental education.

The Tbilisi Declaration noted "the unanimous accord in the important role of environmental education in the preservation and improvement of the world's environment, as well as in the sound and balanced development of the world's communities." The Tbilisi Declaration updated and clarified The Stockholm Declaration and The Belgrade Charter by including new goals, objectives, characteristics, and guiding principles of environmental education.

The environmental education builds the structure of human life and develops the solutions for advancement and development. In the present day society, the students are learners are very important for overall development of the family and society as well as nation. For these reasons developing moral values are very much of significance in all the places or areas in the life of the students. They should be brought to that level that they should be capable for building society and nation. In the IUCN seminar held at international level admit that environmental education has the responsibility to provide the individuals with the knowledge and skills to learn about their own culture as well as biological world. It arranges the habit of taking decisions for maintaining the code of conduct in consistency with quality of environment. It also provides the world's citizen to provide the capabilities to identify the problems and consequently the solutions in their investigations. It's make the vehicle security for the environment and develops the awareness for transmit the sense of responsibility to the people of the same generation or the next. Chapman Taylor says that there is the requirement of curriculum for the sake of development of citizenship or to provide the strength for securing their life in the crisis. It has been the goals of providing knowledge and practice behavior to bring change in the life. According to R.N. MacIver the earth surface and its natural setting resources including soil, water, trees, minerals, livestock that influence the life of the human society and are pertaining to geographical environment. The United Nations Educational, Scientific and Cultural Organizations (UNESCO) states that Environmental Education is vital in imparting and extend respect for nature amongst society and in enhancing public environmental awareness. UNESCO emphasizes the role of Environmental Education in safe-guarding future global developments of societal quality of life (QOL), through protection of the environment, eradication of poverty, minimization of inequalities and insurance of sustainable development. There are several concepts and thoughts have been developed in course of time, which are given below:

In the Nevada Conference held in 1970 some thoughts and views came out as such there are actual inter-dependence among the moral education, moral values and environmental education. The objectives of moral values were set up to develop the good citizenship and also to secure the quality of life. Royan says that with the support of Moral values it is required to develop good citizenship in the society (Agarwal, 1970). Bernard says that in the Environmental Education the moral values builds the inter-relationship among physical-biological, social, cultural, institutional and also it brings about the good environment in the classes with the development of awareness, skills, faith and attitudes. (Goyal, 2004: 348). In the National Seminar on "Environmental Education and Moral Values" at Sonapat in Haryana held in 1981, Dr. Surendra Rana told that Moral values could male social development, formation of good habits, personality development (Sharma, 2008: 23). He also told that moral values would influence the family culture and home environment. Kakkar suggests the cleanliness and conservation in the environment as also the control and removal of all kinds pollutions viz. air, land, soil, noise are feasible with the help of moral values in Environmental Education (Agarwal, 1970: 20) Gablon, Doland and Sardon say that Moral values in Environmental Education can provide the awareness or sense of good homely atmosphere, health-care, emotions, knowledge of the social problems with the school children and make them capable to control the adverse environments (Sharma, 2005). In the school students for sustainable development it is necessary to brings about moral values in education and several problems arising are lack of education, affection, interests, good homely ambience or family income and so on, which can influence the moral values (Singh & Vrishananda, 2003:56)

III. Background of the study

Madhya Pradesh, located in the central part of India is the second largest Indian state in size and better known as 'Tribal' and 'Tiger' state. Out of total 3, 08,245 sq.km. geographical area, which is 9.4% of the country's geographical area, 30.82% comes under forest cover, which equals 2.33% of total forest cover of India. At present, as per 2001 census the population of tribals in the state is 122.33 lakh constituting 20.27% of

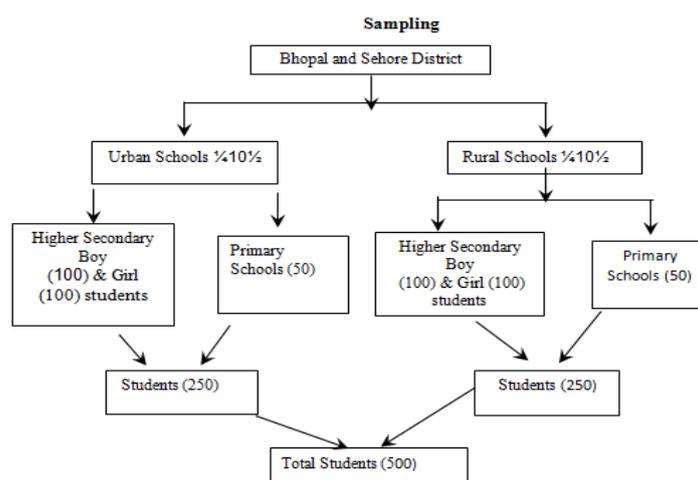
the total population of Madhya Pradesh (603.85 Lakh), which is in 2011 census 153.17 lakh constituting 21.10% of the total population of Madhya Pradesh (726.26 Lakh).

The Study:

Selection of the site:

The study has been conducted in two districts of Madhya Pradesh. One is the district Bhopal, where the state capital is situated and another is Sehore, where once the Bhopal district was belonging to. The districts were selected on the basis of educational tour along with the students and also conducting the campaign for Adult literacy, in which we found that dirty and filthy roads and unclean households, which developed an urge to study the significance of moral values in environmental education, pertaining to education. In the preliminary survey it was found that least awareness of the environment in the students and there was not effort to educate them in First of all, looking the time constraints the sampling was done by enlisting government and private schools and then 20 schools were sampled on the basis of lottery. The structure of the sampling is given below: Sampling: The sampling of the study has been given in the following flowchart:

Sampling



Research Findings:

In the study a preliminary testing was held in which attitude test consisting of 50 questions and intelligent quotient consisting of 25 questions were done. After that the students were undertaken a course of moral values and a test was conducted after a fortnight based on the following variables as follows:-

1. Utility of moral values in the home;
2. Utility of moral in health;
3. Utility of moral values in school;
4. Utility of moral values in the Society
5. Utility of moral values in emotional adjustment or feelings;
6. Utility of moral values in the Environmental Education: Significance of Mean of Achieved scores

Table :1.Utility of moral values in the home

Category	No.	Median	Standard Deviation	Critical Ratio Value	"P" Value
Urban Students	200	21.83	4.38	3.00	<0.01
Rural Students	200	20.42	5.04		

Degrees of freedom = 398
 0.05 level= Fixed minimum value-1.97
 0.01 level =Fixed minimum value-2.59

The above table clearly shows that the median of the moral values of the school going students in the urban and rural households or families are 21.83 and 20.42 respectively, which makes the difference of 1.41, that is significant. Because the achieved critical ratio is 3.00, which is more than fixed minimum value of 2.59 on 398 degrees of freedom at 0.01 level. From this the inference can be drawn that there is significant difference between the school children of urban and rural sectors and it also concludes that the moral values imparted in homes, the living culture(urbanand rural) has relatively higher in the urban setting than thatin the students in the rural setting.

Table 2.Utility of moral in health;

Category	No.	Median	Standard Deviation	Critical Ratio Value	“P” Value
Urban Students	200	20.40	5.21	3.25	< 0.01
Rural Students	200	20.61	5.71		

Degrees of freedom =398

0.05level = 1.97

0.01 level =2.59

The above table clearly shows that in the context of health that the median of the moral values of the school going students in the urban and rural households or families are 22.40 and 20.61 respectively, which makes the difference of 1.79, that is significant in the statistical point of view. Because the achieved critical ratio is 3.25, which is more than fixed minimum value of 2.59 on degrees of freedom at 0.01 level. From this the inference can be drawn that there is significant difference between the school children of urban and rural sectors and it also concludes that the moral values in the matter of health the influence of living culture (urban and rural) is relatively higher in the urban setting than that in the students in the rural setting .

Table:3: Utility of moral values in school

Category	No.	Median	Standard Deviation	Critical Ratio Value	“P” Value
Urban Students	200	20.72	4.49	2.33	< 0.05
Rural Students	200	19.18	4.82		

Free parts = 198

0.05 level=1.97

0.01level =2.60

The above table clearly shows that in the context of school that the median of the moral values of the school going students in the urban and rural households or families are 20.72 and 19.18 respectively, which makes the difference of 1.54, that is significant in the statistical point of view. Because the achieved critical ratio is 2.33, which is more than fixed minimum value of 1.97 at 0.05 level on 198 degrees of freedom. From this the inference can be drawn that there is significant difference between the school children of urban and rural sectors and it also concludes that the moral values in the matter of school the influence of living culture (urban and rural) is relatively higher in the urban setting than that in the students in the rural setting .

Table 4:Utility of moral values in the Society

Category	No.	Median	Standard Deviation	Critical Ratio Value	“P” Value
Urban Students	200	36.8	8.90	2.88	> 0.10
Rural Students	200	34.30	8.72		

The above table clearly shows that in the context of social contribution to moral values that the median of the moral values of the school going students in the urban and rural households or families are 36.8 and 34.30 respectively, which makes the difference of 1.78, that is not significant in the statistical point of view, as the achieved critical ratio is 2.88, which is less than fixed minimum value of 3.94 at 0.01 level on 396 degrees of freedom. From this the inference can be drawn that there is significant difference between the school children of urban and rural sectors and it also concludes that the moral values in the matter of society in imparting the moral values there is no influence of living culture (urban and rural).

Table 5: Utility of moral values in emotional adjustment or feelings;

Category	No.	Median	Standard Deviation	Critical Ratio Value	“P” Value
Urban Students	200	34.18	11.16	5.54	<0.02
Rural Students	200	29.16	11.00		

Free parts = 396

0.10 level =3.94

0.02 level=5.2

The above table clearly shows that in the context of emotions or feeling that the median of the moral values of the school going students in the urban and rural households or families are 34.18 and 29.86 respectively, which makes the difference of 4.32, that is significant in the statistical point of view, as the achieved critical ratio is 5.54, which is more than fixed minimum value of 3.94 at 0.01 level on 396 degrees of freedom. From this the inference can be drawn that there is significant difference between the school children of urban and rural sectors and it also concludes that the moral values in the matter of emotions or feelings the influence of living culture (urban and rural) is relatively higher in the urban setting than that in the students in the rural setting.

Table 6: Utility of moral values in the Environmental Education in Primary Schools

Category	No.	Median	Standard Deviation	Difference in Median	Critical Ratio	Level of the significance 05-1.96
Boy Students	50	93.1	25	1.4	0.25	No Significant in difference
Girl Students	50	94.5	30.8			

The above table clearly shows that in the context of utility of moral values in the primary school students in two districts the median of the moral values of the boys and girls school going students in the urban and rural households or families are 93.1 and 94.5 respectively, which makes the difference of 1.4, that is not significant in the statistical point of view, as the achieved critical ratio is 0.25.

IV. Discussion

1. In the higher secondary schools the utility of moral values is found in the urban and rural setting
2. The moral values of them are visible in average and more than that in the living cultures in home, health, society or emotional feeling.
3. In all the moral values are revealed in average or more than average in the Environmental Education in all sectors like home, health, health, society or emotional feelings.
4. In the urban and rural settings in two districts the moral values are profound among the higher secondary boys and girls in home but it is more in living cultures in urban setting rather than in rural setting
5. Similarly in the aspect of health the moral values are observed in the living cultures of the students the urban and rural setting of the two districts and the moral values in the living cultures are more in the urban setting than in the rural setting.

The Results for the Observations were found as :

1. The results were found on Average & above average of the students who were taken for study. (4.01)
2. As per the study of student among Boys (Home, Health, System, Culture & Schooling) were found on Average & above Average.(4.02)
3. As per the study of students among Girls (Home, Health, System, and Culture & Schooling) were found on Average & above Average. (4.03)
4. As per the study of students (Home, Health, System, and Culture & Schooling) were found on above Average. (4.04)
5. Bhopal City & Sehore Village student's environmental educations at home were not found satisfactory. That means, home education (City & Village) are not taught properly. (4.05)
6. Bhopal City & Sehore Village student's environmental health education at home was not found satisfactory. That means, health home education (City & Village) are not taught properly. (4.06)

V. Conclusion

The natural instruction assembles the structure of human life and builds up the answers for progression and improvement. In the present day society, the understudies are learners are imperative for general advancement of the family and society and country. For these reasons creating moral qualities are particularly of essentialness in every one of the spots or territories in the life of the understudies. They ought to be conveyed to that level that they ought to be proficient for building society and country. In the IUCN course held at global level concede that ecological training has the obligation to give the people the information and aptitudes to find out about their own particular culture and also organic world. It masterminds the propensity for taking choices for keeping up the implicit rules in consistency with nature of environment. It additionally gives the universes native to give the capacities to recognize the issues and subsequently the arrangements in their examinations. It's make the vehicle security for the earth and builds up the mindfulness for transmit the awareness of other's expectations to the general population of the same era or the following. Chapman Taylor says that there is the prerequisite of educational modules for advancement of citizenship or to give the quality to securing their life in the emergency. It has been the objectives of giving learning and practice conduct to acquire change the life.

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