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**INTERLINKAGES BETWEEN EDUCATION, MORALITY AND
ETHICS TO CREATE A PEACEFUL WORLD**

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ABSTRACT

The human society since its inception in an attempt to streamline the conduct and prolonging the survival of humanity has very categorically evolved normative structure which has broadly been discussed and analysed as ethics under the axiological branch of philosophy. This branch is making the scientific study of the values, norms and code of conduct required for the smooth functioning of human society. Keeping in view the unpredictable and contextual behavior of the human being, code of conduct as a part of ethics has evolved in different societies of the world in their own manner. But despite of this relativity, at the broader level, certain indicators like sincerity, honesty, perseverance etc, have been universally acclaimed and honoured by the human society without any contradictions. Morality and ethics together have been actively imposed, deliberated, revised and discussed as per the social change. But their dilution and disappearance have never been imagined because it will create anarchy. It has been seen that with the simple society, it was easier to maintain But due to rupture in this aspiration with advancement, education was taken as a mediator to maintain the continuity. But with advancement and increasing burden due to slogan programme of education for all, it also seems to be deviated from this path. The loosing threads of society as well as the confused status of education seemed to have weakened the basic fabric of peaceful co-existence as can be seen in widespread violence, intolerance and acute divisions of the society on pretext to another despite of increasing number of educated people in the world.

KEYWORDS: social change, Morality, education, human society, educated people

INTRODUCTION

The human society since its inception in an attempt to streamline the conduct and prolonging the survival of humanity has very categorically evolved normative structure which has broadly been discussed and analysed as ethics under the axiological branch of philosophy. This branch is making the scientific study of the values, norms and code of conduct required for the smooth functioning of human society. Keeping in view the unpredictable and contextual behavior of the human being, code of conduct as a part of ethics has evolved in different societies of the world in their own manner. But despite of this relativity, at the broader level, certain indicators like sincerity, honesty, perseverance etc, have been universally acclaimed and honoured by the human society without any contradictions. Morality and ethics together have been actively

imposed, deliberated, revised and discussed as per the social change. But their dilution and disappearance have never been imagined because it will create anarchy. It has been seen that with the simple society, it was easier to maintain but due to rupture in this aspiration with advancement, education was taken as a mediator to maintain the continuity. But with advancement and increasing burden due to slogan programme of education for all, it also seems to be deviated from this path. The loosing threads of society as well as the confused status of education seemed to have weakened the basic fabric of peaceful co-existence as can be seen in widespread violence, intolerance and acute divisions of the society on pretext to another despite of increasing number of educated people in the world.

To understand the issue with clarity, it is better to understand the key terms first, prior entering into deliberation.

What is Education?

Etymologically, the word “education” is derived from the Latin *duc ti* (“A breeding, a bringing up, a rearing”) from *duc* (“I educate, I train”) which is related to the homonym *d c*. In general sense, education is any act or experience that has a formative effect on the mind, character or physical ability of an individual. Education in its any form envisages the optimum utilization of human potential through proper cultivation of brain and affect. Broadly, the main aims of education were perceived as the preservation and transformation of culture heritage as per the requirement. In different world, different education system can be seen. But everywhere, Education in its broader way always aspires to develop morality and ethics amongst its recipient on the mandatory basis. For example, In India, according to National Curriculum framework 2005, the ‘ education should aim to build a commitment to democratic values of equality, justice, freedom, concern for others’ wellbeing and feelings, secularism, respect for human dignity and rights. It should also aim at fostering independence of thought and action, and create ability to work for developing a social temperament and inculcate aesthetic appreciation. Also, it must aim towards developing ability to learn to respond to new situations in a flexible and creative manner, predisposition towards participation in democratic process, and the ability to work towards and contribute to economic process and social change.

Similarly in China, amongst several aims, one aim of education in China is all round development of morality, intelligence and physique (World Data on Education, 2006/7)

In USA, development of world citizenship, cooperation is also the aims amongst several other aims of education. The aims of education in other parts of the world aspire to develop morality and ethics through its content and transaction.

What are Morality and Ethics?

The term ethics is derived from the Greek word (ethos) meaning moral character. The term morality comes from the Latin word *mos* meaning custom or manner. Morals, from which the term morality is derived, are social rules or inhibitions from the society. In present times this is, in a way, reverted, i.e., ethics is the science, and morals refer to one’s conduct or character. Morals refer to human behavior where morality is the practical activity and, ethics describes the theoretical, systematic, and rational reflection upon that human behavior (Churchill 1982),) On the other hand, ethics is derived from the Greek word *ethos* which means moral character. Normally Ethics and morality are used in an overlapping manner. Ethics is branch of philosophy that studies human values and standards in an in-depth manner.. (Kovac, 1996). Put simply, morals are the customs established by group of individuals whereas ethics defines the character of an individual. Morals may differ from society to society and culture to culture. Ethics are generally uniform. Ethics are governed by professional and legal guidelines relating to a particular time and space, whereas, morals are not governed professionally or legally but are those characteristics of good and bad that evolve from within. Ethics are society based whereas morals relate to individual. Ethics are dependent on morals and they tend to vary between various contexts whereas morals are usually consistent

As far as the significance of Morality and Ethics for the human being is concerned, It has been perceived as the supreme values as stated by *Gluchman* ‘ Humanity and human dignity are the essence of moral goodness. They are the supreme values that are essential to fulfillment by the moral agent’s actions.’ (Humanity and Moral Rights, *Gluchman*)

With this one, if we just try to know the relevance of moral and ethics for the human beings, then it is quite apparent that they have been inducted deliberately in order to maintain continuity in the society and prevent the latter from any sort of anarchy. It is further gives the indication that from both exterior and interior level, individual and groups are bounded by certain rules and regulations by the adults in the primitive stage and later on through other agents like religious leaders, social reformers, experts etc. But human civilization shows that whenever these rules and regulations attempted to curtail down the freedom of the group or individuals, they got subverted through revolt or revolution. But in general they are inherent for any group of societies. This is intensely covered by axiological branch of philosophy by highlighting the issues in standardizing those norms in the general terms. As far as the authority of its creation and execution is concerned, it has been done by people wielding some power – political, spiritual, economical, etc. For a long time, the moral and ethics have been followed without any questioning where the role of authority and subordination was quite clear. Later on due to multiple forces and rapid advancement, the realm of morality and ethics all over the world has been put on stake. Industrialization, urbanization, globalization, growth in science and technology have revamped the preexisting nature of human societies. The old age traditions of norms and values replaced by the undercurrents of mentioned forces. This trend was more acute in the early 20th century when many African and Asian countries got independence. All these countries due to lack of clarity what to follow ultimately in a subtle way tried to organize their societies as per the western model. In order to accelerate this pace of indoctrination and uniformity, education was taken as the medium of transmission. Education through its curriculum and related agents has redefined the terms of morality and ethics as per the western model. The glaring example can be picked up from India itself where immediately after the independence the Gandhian model of education which was created as per the requirement of the Indian people was discarded and replaced by the model which has uprooted the base of original lifestyles and thought process of the native people.

What is Peace?

Peace is a very confusing word. According to wikiquote ‘*Peace is an occurrence of harmony characterized by the lack of violence, conflict behaviors and the freedom from fear of violence. Commonly understood as the absence of hostility and retribution, peace also suggests sincere attempts at reconciliation, the existence of healthy or newly healed interpersonal or international relationships, prosperity in matters of social or economic welfare, the establishment of equality, and a working political order that serves the true interests of all.*

The word originates from the Latin term ‘*pax*’. The ancient Romans consider peace as ‘*absentia belli*’ which referred to a situation in which there was no war fought within the borders of the Roman Empire. Similarly in India the word ‘*Shanti*’, in Greek, the word ‘*irne*’, the Arabic word ‘*Sala’am*’

and the Hebrew 'Shalom', the Chinese 'Ping' are synonym of peace. Each of these words implies harmony and justice and absence of physical violence. (Agnihotri, S., 2017)

All where everybody out of conflict wants to attain it as the ultimate goal. Since the evolution of the human being as part of civilized society, the attainment of peace has always been configured out of conflicts at the inter and intra level. The realization of it though is very ancient, but literally it has been felt acutely aftermath of the Second World War which caused huge devastation to human life. The tragedy in Hiroshima and Nagasaki, cold war between western and eastern block accelerated the pace of introducing peace education as a proper study material in the school and higher levels of educational institutions. The quick review of the effectiveness of this study shows that in due course of time it has simply reduced as another subject of study and its practitioners are detached from its original spirit. The overuse of technology, materialistic life and other elements of development have emerged as barriers in attaining peace at any level as has been asserted below-

"In the contemporary era, the prospects of violence and conflicts have accelerated in an unprecedented manner. With the growing technology, awareness, urbanization, globalization and materialism, the concept of peace is receiving more jerks than the other concepts. The pervasive impact of terrorism, existence of perennial conflict zones in the world and huge losses of lives due to eruption of natural hazards of different forms are some of the examples, keeping the humanity on stake on a broader level. Similarly in the specific levels, poverty, hunger, unemployment, breaking of joint family system, increasing cases of suicides, depression and loneliness, exploitation, injustice, stereotypes, prejudices and sustaining inequalities are giving further jerks to the roots of peace on a very intensive scale. It is quite paradoxical that in this era of unprecedented advancement, humanity at both the levels –group and individual levels are feeling more in turmoil than tranquility of any sort." (Agnihotri, S., 2017) In this context, the application of whole school approach for bringing peace yielding no benefit. The disparity between the theory and practical is nullifying the influence of the peace attempt.

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Now it is worth exploring the role of education in defining morality and ethics because in education also certain malpractices have erupted and giving huge challenge to the base of morality and ethics. In order to perform better as a student and to flourish in a career, problem of copying, plagiarism, subjectivity etc. have maligned the image of the educated community.

It clearly shows that the relation between education and moral/ethics is not new. It is inherent. In fact, the emphasis on value education in the contemporary time is somewhere attempts to supplement the gaps of ethics and morality through it. Along with that it also draw the attention towards the fact that current education under the forces of globalization and market forces preparing the recipients in certain skills than filling them with substantial values. In the higher education, the demand from the teachers to publish the papers has become so much pressing that right now the system is struggling with the issues of plagiarism. Out of pressure for getting the promotion or be placed somewhere, people are ready to do anything and due course of time one can see the emergence of only pseudo researchers than the core teachers. The absence of core teachers, the professionals who used to be subject experts and mesmerize the students through their oratory and life styles have reduced the education as the superficial agency of career building only and the generations are moving without any clarity and humility. Amid all these the intervention of technology and negligence of social sciences are converting the human species into apathetic, selfish and self-centered souls who are hardly concerned with the plight of others. These situations are further corroding the concept of peaceful coexistence.

In the light of the above, interlink age between Education, Morality and Ethics to create the peaceful world has diametrically been developed below-

Morality and Ethics

Education

Peaceful World

In the context of the proposed framework, education may be considered as a mediator between the morality/ethics and peaceful world. To develop a society, laden with moral and ethical consciousness, education has to fill up all those gaps in terms of content, delivery and processing in an effective manner. In all streams of knowledge, morality and ethics issues should be given due recognition. For example, in sciences the perseverance, hard work and patience of the scientists also be highlighted before informing the students about any scientific concepts. In social sciences, the contribution of all those who attempted to overcome all their odds to achieve their goals must be put in varied forms in the content. Exemplary teachers, students, administrators should be rewarded through recognition and appreciation.

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