

# Primary Education Teaching Morals and Ethics: Practises and Challenges

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**Abstract – The aim of the research was to examine moral and ethical instruction in elementary school. It also analysed and conceived the moral ideals of students that influence the future levels of education. The moral values of students are regarded a lengthy life process in the process of learning. This research explores how the moral and ethical growth of schools, textbooks, lecturers, classroom practises, school culture and school learning promotes. schools and schools. The investigation took place qualitatively and was driven by the methodology of exploration. Two government elementary schools gathered information about one upazila in Bangladesh district. A thorough interview with the instructors has been done to gather information, focus group discussions, whole school observations and documents review procedures. After data collection, the analysis was conducted and examined according to the various topics of the study questionnaire, using the content analysis approach. Most teachers and students realised that moral and ethics in our personal lives means good or bad, legal or unlawful practise and good practises such as speaking the truth, respect for the elderly, helping other people, showing good behaviour, regular school attendance, compliance with the regulations and rules. Teachers and students both pointed out that through schools, homes and society pupils develop moral and ethical principles. They said that students learn moral values by following values and norms in families, religions and cultures as well as by speaking to friends, sharing things, caring for others, being able to cope with friends, working together, interacting, resolving problems, learning about feelings, etc. They said that students learn moral values. Teacher teaches moral ideals via various school activities, such as meetings, social events and classrooms. Activity has shown that both the curriculum and the educational systems are ignored. Teachers stressed the need to teach moral and ethics as a distinct topic and to incorporate them in the PEC review. The research demonstrates that the education of moral and ethical principles is crucial to schools. Study advises training instructors, revising the curriculum, and adding moral and ethnic values. The government should also oversee the operations of schools, and assure moral and ethical education. Finally, studying provides a way of innovating the institutional precedent by teaching moral and ethical practises.**

**Keyword – Moral and Ethics, Conceptualized, Curriculum, Teacher's Performances, Classroom Practices, School Culture.**

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## 1. INTRODUCTION

Education is in the broader sense a forming impact on an individual's intellect, personality or physical ability. Education is the basis for the development of a competent person and the road for integrating the whole population into the education system (MOE 2010). It also confirms in the Bangladesh National Education Policy 2010 that the constitutional obligation of the government is to improve elementary education to everyone (p11). The policy referred to in this document was to assist pupils instil moral and spiritual value such as the concept of fairness, feeling of responsibility, discipline and labels, noncommunalism, human rights, accommodating attitudes towards corporate life,

curiosity, friendliness, persistence. The SDG-4 states that a child, disability and gender sensitive education facilities must create and update, and offer a secure, non-violent, inclusive and effective learning environment for everyone. Sustainable Development Goal 4 Bangladesh's main education commitment is to guarantee quality. Bangladesh has tremendous success in expanding access and achieving gender parity, but it still presents a difficulty for quality training. Qualified instructors are crucial for good and good education (MOE, 2010). Quality education is also an essential human life process. Education ethics thus has a very essential and efficient function to play. Ethics should be a training course in the school system to be a decent human being (Gulcan, 2015). Ethics is

based on a tradition, character, Greek term Ethos. Morality derives on the other hand from Latin Term Mores, meaning tradition and way. Morality is a number of convictions and actions for a decent existence, ethics a secondary order is a deliberate thought on the appropriateness of our moral and beliefs (Gulcan, 2015). The goal of education in ethics is to give students with free will to decide. You can easily teach morality, but you cannot readily teach it without teaching ethics. Aristotle states, "To teach the intellect is nothing to teach the heart."

## 2. PURPOSE OF THE STUDY

Morality is used to refer to what we term moral behaviour when ethics is utilised for the systematic study of moral behaviour. Morality is connected to practise, while ethics is connected to theory. Gardelli, Alerby, and Persons put out three reasons as to why schools should teach ethics. These arguments are the argument of socialisation, equality and the argument of tools. The argumentative school should enable pupils to become a decent citizen according to socialisation. The schools need very much to cope with these ethics. The second reason, the argument about the quality of life, is that education helps kids live a decent life. "School has a duty to encourage pupils to become people who behave in the proper moral manner" (Gardelli, 2014). The last argument states that "the performance of the student in another topic would increase if the kid had ethics in school." There is a better life for pupils in teaching moral and ethical in basic school. Bangladesh's government imposes many angels in basic school to educate morality and ethics. The Primary Education Directorate (DPE) and the authorities responsible implement the Elementary Ethical and Ethical Education Ordinance.

## 3. DATA COLLECTION METHODS AND TOOLS

All participants were chosen from designated elementary schools intentionally. Methods of data collecting include data gathering procedures. In the realm of study, I prepared a field test to support my research instrument and approach. In order to efficiently gather data and ultimately, a datum collecting field plan was prepared previously. The data collection was based on interviews, focus group discussion (FGD) and techniques of observation. The Interview is a method that gives in-depth information on the internal significance of study participants such as attitude, interest, sentiments and way of thinking (Johnson & Christensen, 2004). In the qualitative research interview the main topics in the living world are described and their significance are described. The primary objective of the interview is to comprehend what the participants say (Kvale, 1996). Two head teachers from the two shortlisted schools interviewed me. The conversation in a focus group is a qualitative research form. A group of individuals were questioned about their views, beliefs

and attitudes about a subject. There are 12 participants in each group. It usually takes 90 minutes to 120 minutes to discuss the matter.

The debate with two teachers from two schools was held by the Focus Group (FGD).

### 3.1 Observation

Observation is defined by Marshall and Rossman (1989), as a "systematic account of socially selected events, actions and articulations" (p 79). The researchers may characterise current events utilising the five senses via observations. This looks attentively, listens closely, hears the context and writes what occurred without interference.

Two schools for 4 days have been watched. For 2days, every school has been monitored. It built tools that correspond with the methodologies and the research's main emphasis. The materials comprised interview guidance for the head teacher, discussion group for teaching assistants and students of grades 5. It also developed a framework for observation across the school. During design, I did my best to eliminate prejudices and to leave the instruments as open for research efficiency as feasible.

### 3.2 Data collection procedure

Permission was obtained from the authorities before collecting data. The approaches for an appropriate timetable and opinion for all procedures were then sent to the school authorities. The construction of reports was crucial to get unbiased data from the field to develop relationships. The head instructor, assistant professor and 5-grade students took an oral concern to talk about focus group (FGD) and conduct interviews. The interview and the focus group discussion (FGD) with the guidance were planned for the selection of their time and convention location. Discussions in the Focus Group (FGD) took roughly 60-90 minutes to complete. There was a 2 day continuous school observation at school and authorization was granted to capture the data.

### 3.3 Data Analysis

When data are obtained, qualitative data analysis is initiated. The data analysis method entails appropriately organising and progressively illustrating the data. Two components were of great importance to me when I had gathered data. One was penning the message on the field while the other was thinking about the message on the field. The official field note was "running record," according to Rossman & Rallis (2003), and the second is "comments for observations." Data analysis was carried out on the basis of the notion "Data analysis means the sorting, classification,

grouping and reclassification of data in meaningful stacks" (Rossman & Rallis 2003).

### 3.4 Ethical concern

Ethical difficulties indicate that my study is a non-biased way, drowning every conclusion into my abilities and not presenting my best interests (Kumar, 2005). The study was done following the questions of ethics, ethics is a rule of conduct based on moral principles that the researcher should follow (Rossman & Rallis 2003 p.70)

A letter to the individuals concerned was shown and signed before the interviews, Focus Group Discussion (FGD), classroom observations, began. A quick brief was given before the debate began and the participants were allowed to record their talk. The discussion of the focus group (FGD) and class observation were concluded and the data provided by the interviews were discussed. The interviews, focus group discussions, and observations were done according to the time, schedule and physical conditions requested by the participants. It was the greatest way to avoid influencing them. It was kind to my participants and showed respect. Furthermore, their identities and the name of their institution were not included in the study.

### 3.5 Credibility and Rigor

The reliability of the study must be assured to preserve and make qualitative research acceptable. I have so chosen many ways to 'ensure that your research measures or exams are intended' (Shenton, 2004 p.63).

Firstly, I've used a methodical strategy to create and report the outcomes of this study. I followed the BRAC Institute of Education development (BIED) research writing handbook offered by the BRAC University. Afterwards interviews for a checker were completely transcribed to interviewees. Therefore, it is hard for your feedback by my research and my supervisor.

### 3.6 Demographic profile of the participants

This research participant included head teachers, teaching assistants and students of the 5th grade. The two chosen elementary schools of the administration had an about 55 year old male teacher and a 52 year-old female. Both senior instructors have had enough experience and training for the administration of schools. They both have a Master degree in education.

18 assistant teachers from two schools were other participants. They were between 25 and 55 years of age. There were two men and 16 instructors remaining were women. There were two men. Three instructors' education qualifications were postgraduate and the rest were graduate. Ed and

primary education graduation (DPEd) programme all instructors got C.

Other participants were 20 pupils from the chosen schools in 5th grade. During discussion in the focus group, both boys and girls were randomly picked according to their number. They were about the same ages and heights and had a socio-economic disparity.

## 4. RESULTS

Results of the study were presented under three themes in the below:

### Theme 1: Perception of the teachers and students about moral and ethics

#### (a) Perception of the Teachers

The most important moral and ethical aspects of teaching were agreed by the instructors. In every step they have stressed the practise of moral and ethical ideals. They also stressed the importance of morals and ethics. Many of the instructors and kids believed it should be embedded by everyone.

One instructor added, "Moral and ethical matters are crucial and make life timely. It enables a person to distinguish good and evil, right and wrong. The new virtue is morality. To tell the truth, serving voracious life, respecting others, respecting the elderly, and loving the younger, helping an elderly man or believing in the Allah/God of all power. Because morality and ethics comply with the laws and regulations and separate ourselves from bad acts make us good"

#### (b) Perception of the Students

In our personal lives, most students shared that moralism and moral principles mean good or evil, lawful or illegal, and good practises like speaking the truth, showing respect for elderly people, helping others, showing good behaviour, regular attendance, respect for parents, and complying with rules and regulations.

One pupil remarked, "We may exercise these activities, such always telling the truth, respect other people, display excellent conduct, attend frequently to school, study carefully and obey the laws and regulations, follow the guidance and the discrepancies of our parent"

Most pupils said that in schools and at home they study morality and ethics. They told us that in their lives they are essential.

**Theme 2: Current Teaching Practice of Teaching Moral and Ethics**

Practice of education is divided into two components in this section. One is the instruction of teachers and another is the teaching practise of present students.

**(a) Current Teaching Practice of Teachers**

One of the interviews with head teachers said, "The most effective setting in which the whole education culture supports or impedes the student's moral and ethical growth is the teaching environment. The hidden curriculum at every school has a huge effect on a student's life. Company has a high importance in serving students' moral and ethical. Therefore, morality relied on understated values on the belief of society. In every day of school we educate the moral principles of children "There was a mistake.

Most instructors are conscious of the moral growth of their students. You used to draw up a lesson plan and attempted to do so by one instructor. Students exercise ethics via many activities, such as helping others if they are injured or dangerous, becoming ill or injured to aid their student students' classmates.

**(b) Students Current Teaching Practice**

Instructors noted that in the classroom teachers taught morality and ethics through examples, academic knowledge and personal experience.

"The instructor teaches us by example, theoretical knowledge and the sharing of one's own experience," stated one pupil. Some pupils said that the school occasionally organised social activity that helped them to develop ethics and morals like gardening, people assisting, campaign cleanliness.

A kid noted, "Head teacher and all instructors discuss in a regular course on morals and ethics throughout their meeting."

**Theme 3: Gaps and Challenges in Teaching Morals and Ethics**

Some instructors expressed the objective of elementary education for anyone, regardless of their socio-economic background, gender, ethnicity etc. They also remarked that the background and family values of the pupils are different. They and their parents don't comprehend the significance of ethics and morality.

One professor said, "We sometimes teach morality and ethics in the classroom as normal. Government elementary school is a shared institution for all children where everyone is able to exercise moral and ethical ideals on an equal footing. Some pupils come from various origins such as a slum or a household with reduced money. Their guardians are unable to understand their ideals. We cannot provide

them ongoing direction from a societal standpoint for the teaching of moral values"

Some of the instructors had different ideas. They screamed their voice, "Some SMC Chairman and member of elementary schools picked forcedly by the local leader. This impeded ethical standards which we cannot tolerate but have to accept".

Some instructors mentioned that elementary school is the fundamental basis of teaching all forms of morals yet the government paid the least scale of compensation compared Private School College or University. That is why they lost their motivation to teach moral and ethical.

Teachers also said that their teaching techniques that were employed in school were not adequate. They received several sorts of teaching strategies in subject-based training from Upazila Resource Center (URC) (URC). Unfortunately, they could not use such strategies since they were occupied additional jobs like kid survey. Due to workload and scarcity of instructors, they could not take care of the pupils effectively and complete their obligation that makes them dissatisfied and tense. As a consequence, the kids are unable to reach necessary competences including moral and ethical.

**5. PRACTICING THE MORAL AND ETHICS:**

- Student activity such as always talking the truth, showing respect for others, shown excellent conduct, regular school, careful reading, compliance with rules and regulation, following the direction and all dissonances of parents.
- Students endeavour to practise these activities. The guidance is considered to be stringent, else it won't take place.
- Society has a high importance in serving kids' moral and ethical. Morality, therefore, rests on social convictions. Otherwise, the values will be underestimated. On the school session, a teacher educates pupils, although is not mentioned in all days.
- A teacher does not address the moral and ethical incorporated to draw up a plan of study and sought to do so in a lecture.
- Student moral and ethical practise via various activities such as assisting those who are harmed or at risk, becoming ill, being wounded, aiding school kids' classmates. As usual, it happens.
- All pupils in 5th grade followed moral and ethical principles. In cases of

misbehaviour, instructors aim to illustrate the proper path and appreciation of good behaviour, by setting the proper example or genuine circumstance. In such circumstances, instructors are screaming about wrongdoing.

- School forms such as student councils, small doctoral team, routine maintenance team, information and communication teams, smooth teams, joint curricula, assembly teams, teams of cub Scouts, drawing teams, members all follow their actions and follow moral ethics at school.
- School forms are also part of school. It does not, however, applicable in other instances.

## 6. GAPS AND CHALLENGES

- Students come from all backgrounds and beliefs. Your guardian and parents do not comprehend the significance of ethics and morals.
- The SMC President and elementary school members are compelled to be nominated by the local leader. This impeded ethical standards that professors did not tolerate but must accept.
- In subject-based training, instructors have learnt several types of teaching strategies. As instructors are in a lack of workload, they cannot take care of the pupils properly and enough, and they cannot fulfil their responsibility to make them miserable.
- Teachers have a number of concerns, such as voting lists, rally arrangements, Mina Days, International Literacy Day, Environmental Day, Enhancement Fair, etc. An observation states that obstructs their everyday instruction. Sometimes, owing to a lack of instructors, some class sessions have passed. Students are thus deprived of regular instruction
- Some instructors are placed a considerable way from school. That's why they can't achieve this level. They feel guilty and miserable as a consequence.
- Most students don't recognise the advantages of studying ethics and the professors don't express learning goals to the students. There is a gap between the expectations of the learner and the aims of learning.
- Mass usage and abuse of mobile and technological gadgets as a major problem in fostering ethical judgements and morals. The

cell phone causes numerous horrible and evil acts.

- Students nowadays seek to acquire fun with an electronic or a video game.
- You like to breach the games of the kind. This is why they are less interested in going out. As a consequence, they become less engaging.
- Interactive teaching is not used in ways of teaching. There are no new tasks or activities and during class there are no charts or instructional tools.

## 7. DISCUSSION

In this study, the perception and practise of moral and ethical instruction is explored in elementary schools. This was achieved through the interview with the teacher, teachers and students, observation of whole schools and analysis of policies on training, curriculum, guides for instructors & textbooks. Current and existing knowledge and practises of teachers have been studied and compared with a set of acceptable standard practises generated from literature reviews at global, regional and national level. The aim of the research was to examine moral and ethical instruction in elementary school. The results include three main topics. Such as-

- ▶ Perception of the teachers and students about the moral and ethics
- ▶ Current teaching practice of moral and ethics in grade 5 primary education
- ▶ Gaps and challenges of teaching moral and ethics in primary education

The study findings illustrate the research issues. The topic of inquiry was: what was the moral and ethical view of instructors and students? What was the present teaching practise in the 5th grade of elementary school morality and ethics? In elementary school, what were the gaps and obstacles in moral and ethical teaching? The relevance of morality and ethics for teaching has been accepted by most instructors. You remarked that at every stage of our life moral and moral ideals must be applied. They also pointed out that morality and ethics are both meaningful and successful. Many of the professors and students said it was in their thoughts. Everyone. Morality and ethics make a punctual living a vital problem. It lets a man distinguish between truth and untrue, right and wrong, good and terrible. Morality has become an unique virtue. Every person from their early years should practise telling the truth. Everybody should respect the old and be courteous to the younger and love them. There is a trinity of ages that everyone in this world has to confront,

consisting of children, youth, adulthood and ageing. From any one of them, no one can fight shy. Everyone should thus be both friendly and helpful to the elderly. Every person should have great faith in him since this universe is created by an Almighty thought to be Allah/God. Because only he can rescue us. It is now evident that morality and ethics alone make our lives attractive with positive qualities and ideals to be recommended. It assists us to get rid of wrongdoings." "Ethics and morality are both knowledge and ability that helps to erase any darkness and ignorance from our lives.

In discussion with the instructors and students about the notion of morality and ethics, the most important part was 'to be socially aware' and 'to serve others.' Other things are vital in our lives too, acceptable conduct. They never deal with lies, never deal with dishonesty, not fighting, not harming others, without recognition of anything from others and without permission, and so on. In ethical behaviour, students were more vociferous than others. "We can easily practise such activities from our infancy, like always talking truths, showing respect to others and showing good behaviour and manners, regularly attending school, properly studying, perfectly following rules and regulations, following and maintaining the instructions of our parents, etc.," one of the students said.

Another important moral factor according to the respondents is "helping others." Although students have stated their strong views and their smart thoughts here contrasted to the instructor. Most pupils agreed that ethics and morality represent the difference between good or wrong, lawful or unlawful, etc. The teacher's thoughts, on the other, are that the student learns moral principles through following their family, their society, their state, their nation, their religion and their culture. You may also learn from other concerns, including speaking with your friends, sharing stuff, caring for others, dealing with unfamiliar surroundings, working in a group, solving difficulties etc... It is especially evident in our decent and honest human existence that ethics and morality play a significant role.

Some instructors have pointed out that the curriculum is sufficient to teach ethics and morality in school. They also said there are many areas of teaching and practical ethics in today's primary school sector, along with values like assembly attendance, the study of many topics like as social sciences, literature, religion, interpersonal communication, etc.

One of the professors commented, "We believe textbooks are adequate to teach morals and ethics to basic pupils. Most guardians and students take this for granted - if the instructors follow the instructions in the textbook, they form the fundamental basis of student moral values."

Some instructors, on the other hand, advised to teach it as a distinct topic. They contended that morality and ethics are taught as societal principles, and no teaching time is allotted in the curriculum. Most instructors were aware of the ethics and morality and were thinking about teaching ethics and morale in their teaching. Because the "Code of Ethics" is a crucial component for professional instructors. Many occupations, such as physicians and attorneys, have extremely ancient ethical codes. Their professional mission is to promote and protect health and justice in society. But it's an ancient trade that teaches. The category of vocations, which need specific knowledge, has not necessarily been included. Some laws regulated the behaviour of the teachers. However, ethical rules have been drawn up in several nations. There are other ways of forming a code of this kind. The ministry of a labour union may publish and disseminate it or write it on the basis of value clarification and conversations amongst instructors. While the development and research process is not an easy effort, it is the objective to seek. In teacher pre and in-service training, this should be addressed. The future of children and human development in this debate should be of paramount importance.

Teaching was represented as a light, a flamingo or a plant. One of the Finnish teacher union's slogans is "by your job you are impacting the future." All of the symbols illustrate fundamental components of the work of educators, development, illumination, direction, care, support, warmth, future. The duty is quite frequently patient. The effort is worthwhile but only in the future will the results be seen.

Most pupils said that morality and ethics can only be learned in schools and at home. You presented the obligatory thesis for your life's growth. They also mentioned that they could do it from their surroundings.

Both professors and students argued commonly that morals and ethics are a moral virtue throughout the focus group discussion.

In an interview with the head teacher, one stated: "The setting of classroom is the most effective area, in which the whole school culture supports or hampers students' moral and ethical growth. The hidden curriculum of any school has a huge influence on a student's life. Company plays an important role in supporting a student's moral and moral behaviour. So morality relies on the social convictions, else the values are undervalued. Throughout the school session, we educate kids' moral principles through their activities."

Most instructors know the basis of the moral growth of a pupil. One of the instructors said that they had a lesson plan and attempted to practise it. Through many sorts of work, such as aiding classmates or

schoolmates to go into danger and sickness and injury, they practise moral and ethical.

Another educator told us that all pupils of 5th grade followed moral and moral standards and attempted to comprehend them when any misbehaviour took place, by providing them the best example and the genuine circumstance and showing them the correct path."

Some instructors have remarked that ICT teaching ethics is a fresh invention for elementary education. All instructors and students felt that multimedia education is a wonderful method of doing things. The pupils will be very reliable. It stimulates and gives the instructors gratitude. Thus, we may assure the morals of the pupils by using this strategy.

Some lecturers emphasized that the ethical principles are a lengthy process of life, but we attempt to establish the basis of morality at the basic level. It's the everyday culture. We opposed them severely by adopting various methods, if any misguidance or wrongdoing happened. One of the professors said morality emerges from the children sharing and caring skills.

"Ethic principles enable a pupil become an icon." Another instructor remarked. We cannot input and deliver it adequately in the classroom scenario without our assistance instructors. During topic training, authority does not push us to think about our actual circumstances." In the course of topic instruction. One of our professors participated in a workout that sometimes we did not learn morals, and we could not enhance the financial conditions of certain kids or our parents' awareness. We attempted to practise and introduce moral and ethical standards and values into them as our obligation to encourage pupils.

A head teacher said: "In 2013, we get a laptop with just one multimedia from DPE, which is not operational, thus we are not in a classroom with multimedia. The department is informed but no new material is provided till now. The instructors and students are thus completely independent of the classroom based on ICT."

"Multimedia was not adequate for all government elementary school courses," said another head teacher. In addition, there is no accompanying gadget at the first time laptop and multimedia are provided in elementary school. The administration did not get funding for the following time thus the professor was trained but could not utilise their skills in multimedia learning." He stated that public policy in government elementary school does not pay for the internet. It does not adequately meet the requirements of the school. In the chosen school, they pay just 400/- a month. The Internet rate was so high that the internet demand in classroom education was not met by multimedia projections.

Someone commented, "Electricity is not available at all elementary schools, hence how multimedia can't be used in the classroom."

The elementary curriculum of Bangladesh is built on skills. They follow the principal taxonomy of Bloom with a cognitive domain of six phases. They include: knowledge, understanding, implementation, analysis, synthesis and assessment. Morality is an useful area to practise in the classroom. A new form of labour takes place in our regular routine. Every piece has a certain moral view. In general, our students complete their assignments. They have a lot of scope to introduce to the new circumstance as an elementary school instructor.

Six textbooks are available in elementary schooling. There are a number of poems and stories in English and English literature that have much scope to do with student actual life. There are many individuals of faith who lost their lives for the future country, what they thought, and why they believed it must describe our children for the human race.

In every industry today, we have seen that humanity is stolen and damaged every day, that there is criminality, it deprives ownership of ownership and, with no regard for the elderly or younger, when moral damage is feasible. Primary school education creates our future country and its comprehension and growth is strong, but our Primary Lehrer must recognise and acknowledge moral values that may be used by children.

## 8. CONCLUSION

The desired outcome of pupils imbuing the values intended to be incorporated into them should be achieved by all formal or informal education activities and by the Teachers' innovations. Each school needs to develop a mechanism wherein students may assess their ability to observe and implement various values in their lives. Some indicators for evaluation may easily be determined from school documents, while others require examination by attentive observation from instructors.

It is important for each values to bring students home, with one or another method, in terms of what this value means, to learn to believe in it, to judge for oneself how relevant this matter is in different circumstances and to constantly strive to exercise it uniformly, thus becoming a second nature in time.

The teacher is the principal enabler to enhance student intellect and communicate information. It is a dark chamber; it can't be wiped or swept away by its blackness. The room must have light to eradicate gloom. Power is required to turn on an electric light. There are apparent restrictions on a matchbox, oil or wicked or a candle or a carnation.

The Guru, the instructor, is the one who eliminates the obscurity of ignorance.

There is a mismatch between scope and domain according to the curriculum and the learning results. In the classroom scenario and in the moral education the instructor may perform a suitable function. This research found that there is a gap between learning and practises in the curriculum. Ethical ideals are more important to the instructor. Otherwise, Bangladesh's primary education system cannot overcome all the shortcomings and obstacles.

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