






<b>Research Paper in Education</b>	    
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Assistant Professor, Bhai Gurdas Institute of Education, Sangrur, Punjab	<p><b>Abstract</b></p> <p>Ethical education is the foundation of our society and conditions for living good and life. Ethics education at any level of education and in any format is always desirable. At the same time, it is most difficult to implement. The teacher, on the other hand, hardly realizes the difficulty of being ethical in real life and treats the subject of ethics at par with other subjects. Educational administrators are keen to ensure that the course on ethics is covered in a curriculum. Hence, teachers need to be highly competent with commitment, devotion and dedication to their duty. They should not only provide services to the students but also create opportunities for them to learn, to know, to think creatively, to act and to grow and must instill ethics in them.</p>

### Introduction

The national policy on education (1968) emphasized, among other things, the development of moral values among the youth. Similarly, the national policy on education (1986) stressed value education in educational institutions so that students develop the strength of character. Students should not be only educated but they should also be developed as the responsible citizens of the country and as good human beings. The purpose of education is not only gaining knowledge for employment sake but also being worthy contributors to the society. The graduates should be able to appreciate the moral dimensions of daily affairs and hold high ethical values.

Webster's new world dictionary is typical among dictionaries in defining ethical as "confronting to the standards of conduct of given profession or group." Ethics education at any level of education and in any format is always desirable. At the same time, it is most difficult to deliver. The question is - Why? The answer is - who wants it earnestly. Most students think that it is philosophical, theoretical and impractical subject. The teacher, on the other hand, hardly realizes the difficulty of being ethical in real life and treats the subject of ethics at par with other subjects. Educational administrators are keen to ensure that the course on ethics is covered in a curriculum. Accreditation agencies also emphasize the teaching of ethics. So everyone, in general, is satisfied with the didactic and philosophical approach to ethics education. Ethical education makes a good impact on student's character, behavior and personality.

### Beginning of Ethical Education

John Dewey, the father of progressive education, promoted the revolutionary notion for his time that formal education should be about more than the acquisition of bodies of content knowledge. He strongly believed education should go beyond the mastery of knowledge and skill to include learning to use classroom content in daily living. Not only that, the practical application should be towards promoting the "greater good." Buried in his approach was the belief that there are in the world actions that can be deemed to be "good" and some that can be deemed to be "not good." A sense of what is right and what is wrong, or what is fair and what is unfair is the underpinning of ethical or unethical behavior.

Daily living can be thought of as a series of choices made, many involving discriminating between things that might be considered "right" and things that might be considered "wrong." A set of principles allowing one to make these judgments forms the ethical core of the individual. Dewey disciples believed ethical considerations should permeate the classroom.

However, this view was not universally accepted and even today there are educational environments where those in control believe education should be about knowledge acquisition with the ethical considerations of using or abusing knowledge reserved for other venues. In either case, teachers can play a role in raising ethical issues with their students.

The most pragmatic role might be to serve as “devil’s advocate”, constantly introducing alternative choices into class discussion. Posing a contrarian view followed by questioning the class or allowing group discussion on the “rightness” or “wrongness” of both the original assertion and the contrarian point provides students the opportunity to express and test their own ethical positions. There are some who believe ethical formation stems from religious beliefs. This, however, cannot be; as the world is filled with individuals with no religious affiliation of any kind who still manage to develop a well defined set of ethical principles.

While religion, legal prohibitions, and societal norms might contribute to the ethical development of some, the process that applies to everyone is self-discovery. Think of it as the kind of informal education or learning that has been taking place for centuries. A young child pushes another child in a playground setting, evoking a punch in response. The child begins to learn that pushing is not good. The teacher as devil’s advocate is merely presenting students with alternative choices.

#### **Strategies of Ethical Education**

The two important aspects of development of programmes for values and ethics in school educations are framing of curricula and development and adaptation of innovative methods to inculcate values and ethics in children .it is not a subject like history, geography or science that needs to be taught through textbooks. It’s important and applications must be underlined in all subjects constituting the school’s curriculum at all levels. For this, all teachers have to understand how basics of values and ethics can be applied to their particular subjects and ensure that they form an integral part of their entire style and content of teaching.

The education commission (1964-66), had referred to this subject in the context of what it called “indirect, direct and integrated methods of instructions” in building up good character of students. It stated: “the school atmosphere, the personality and behavior of teachers, the facilities provided in the school, will have a large say in developing a sense of values. We would like to emphasize that consciousness of values must permeate the whole curriculum and programme of activities in the school. It is not only the teacher’s in-charge of moral instructions that are responsible for building

character. Every teacher, whatever be the subject he teaches, must necessarily accept this responsibility.”

While dealing with direct programmes, it stated: “The school assembly , curricular and co-curricular activities, celebration of festivals of all religions, work experience , team games at sports, subject clubs, social service programmes-all these can help inculcating the value of cooperation and mutual regards, honesty and integrity discipline and social responsibility. These values have a special significance in the Indian society today, when young men and woman are passing through a crisis of character.”

These statements made nearly a quarter of century back, are perhaps even more relevant in India of today when one sees rapid degradation of moral values and almost complete absence of impact of our cultural heritage on behavior pattern of our students. Needless to say, almost every committee set up by the government in the last 50 years has commented in one way or the other, on the need for promotion of human values in schools as well as colleges and universities, but action on their recommendation has been more on paper than in practice. Their implementation has not been taken up seriously by any of the governments, either at the center or in the states.

In spite of the fact that there has been neither guidance nor a policy by the Central or State Governments to act on various reports of commissions and committees on this subject, many institutions in the country have operationally the concept of value-based education. Their teachers have been encouraged to consciously build in their teaching, a concept of values applicable to their particular subject and have made good use of related suggestions of the Education Commission.

All schools should study the outstanding work of a pioneering nature by these institutions and design their own programmes after taking into account the locale, facilities available and additional resources that can be mobilized by using the services of NGOs, local population and local opinion-makers. Innovations introduced by these pioneering institutions cover a large variety of school activities, impinging on the development of values and ethics. They include meditation, morning assembly, prayers, group-singing, study of great literature, sports, games, yoga classes, social work, drama, elocution contests, quizzes, observance of festivals of different religions, national

and international days and remembrance of past leaders of thought. Their adaptation should lead to specific, carefully drawn up programmes for primary, middle and secondary stages.

Full use of electronic media should be made. Easy access to new learning and teaching materials and methods has been made possible by electronic media. Teaching aids and innovative methods can be developed by teachers to suit ages, abilities, comprehension, paradigms and social background of students.

One programme that deserves special mention is extension activities and community service which must be insisted upon and implemented by teachers with total dedication. There is no reason why these activities cannot be undertaken and organized within the normal schedule of schools. They should be systematically identified and a plan of action drawn up for different levels of students depending on facilities, location and other parameters relevant to such programmes. They must form a clear and integral part of the annual calendar of every educational institution with thorough involvement of teachers and parents.

#### **Teacher Education and Ethical Education**

National Council for Teacher Education (NCTE, 1998) says that every teacher requires acquisition of certain competencies and willingness to perform with sense of devotion and dedication for the benefit of the learners and to sustain commitment. This demands such a comprehensive preparation programme based on sound foundations of education and pedagogies for equipping the future teachers with willingness to perform, commitment to dedicate, accountability to shoulder and competency to teach. A competency based Teacher education programme trains teachers in acquisition of teaching competencies as well as prepares them to be competent and committed for the quality of students.

As teacher education programmes develop various types of teaching competencies in teacher, Cognitive based teaching competencies aim to demonstrate intellectual abilities in the knowledge of subject matter and educational strategies whereas performance based teaching competencies require teacher trainees to demonstrate an ability to perform some activities in actual. Consequences based teaching competencies are expected what student- teachers know or do through the achievement of pupils under the directions of teachers. Competencies related

explored expect student-teachers to make their students to carry out innovative activities which have undefined student - learning outcome. Managerial teaching competencies include a set of teacher behaviors and activities that are primarily intended to foster student's cooperation and involvement in classroom. Effective teaching competencies focus premarital on attitude, values, beliefs and relationships that are expected from student-teachers so as to meet the emotional needs of students to bring positive changes in them.

Hence, teachers need to be highly competent with commitment, devotion and dedication to their duty. They should not only provide services to the students but also create opportunities for them to learn, to know, to think creatively, to act and to grow and must instill ethics in them.

#### **Conclusion**

The educationist, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic techniques. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards. The educator recognizes the magnitude of the responsibility inherent in the teaching process.

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