PROMOTING ETHICS AND HUMAN VALUES IN INDIA: PRACTICE AND CHALLENGE

Dr. Gobinda Chandra Sethi, Assistant Professor in political Science, P.G. Govt. College, Sector-46, Chandigarh

Abstract

India is emerging as on the of the global leader by encompassing intellectual development to incarnet herself as one of the education hub of the world. The cardinal principle of education such as ethics and morality are the matter of concern. Promotion of ethics and human values can overcome the spread of social problem such as female feticide, and other evil elements. If we are proactive in inculcating in our students and children the right moral values and values then a mindset can be developed to adhere to all socio-cultural values and without strong moral foundations one would likely to make bad decisions." We should strive to be more like the Japanese, those moral values are so deeply ingrained in their culture, it is inseparable the importance of life should not be taught, but should be trained. We want to have training through which we develop the feelings of nationalism and cultivate moral values in our lives. Besides education, we should be deeply involved in such works through which we develop feelings of love and brotherhood. It is the responsibility of our parents and teachers to make future builders of the nation

RESEARCH METHODOLOGY

Objective

- To generate knowledge on social development through education to remove the negativity and evil elements from the society.
- It is hoped that intellectual discourse will provoke new thought and discussion on issues of policy and practice rather than simply reflecting established ideas and positions.
- Ethics and morality are essential for every society and individual.
- It is life itself but not a preparation for life aloof from societal and educational values.
- Man has various qualities but these qualities of the individual should be developed for the improvement of the country

Hypothesis

- Education systemnot updated with ethical parameters
- Education with the base of ethics may lead to an ideal society, which can promote the human values as the core area of concern.

Method

1. Historical Method is used in this reserch paper

INTRODUCTION

Education is the most powerful weapon to change the world. Education and Ethics can be compared as both sides of the same coin. Education without values, as useful as it is, seems rather to make man a clever devil.

As far as the education system is concerned, ethical values should always be the root or base of all educational curriculum Like we increase the subjects and work load according the grades , the ethical value teaching and practicing should also be increased according to the age and grades. Once it is taught from the lowest to the highest level, the values inbuilt for a longer period will make a significant change in the person's life. The conceptualisation of ethics may be summed up as the set of moral principles or values that defines rights and wrong for as person or a group schools should adopt a curriculum which purely deals with ethical principles of life.

Ethical Principles

It will parcolate some of the ethical principle decision making such as:

- Principle of personal virtue never do anything that is not honest, open ,and truthful and that they would not be glad to see
- Principle of religious injunctions never takes any action that is not kind and that does not build a sense of community.
- Principle of distributive justice never takes any action that harms the least among us: the poor, the uneducated, and the unemployed. At the time of graduating out of school, a student should be able to understand and answer like:What is ethics, What are your personal ethics, What are your educational institutions ethics, What are the ethics of your family,
  What are society's ethics and finally what are global ethics?

Forms of Ethics

Differentiating between different forms of ethics, the students or individual apparatus will finally be able to understand which one he should follow and which one he should neglect. The ethical principles along with ethical values will make the individual a better source of ethical society.

Education and Ethics

Along with ethics and morality, the education institutions should make the students to be aware of their social responsibility.Community developments programs should always be a part of curriculum. Students and academic stake holders should be involved in programs which will uplift the standard of the society. They should be taught to show compassionate attitude toward the downtrodden but at the same time, should be part of making some changes in the life the downtrodden. Teaching alone will not be sufficient putting them into practice is also very important grading system should not be applied for the service should not be reserved for only a national seminar on innovations in education for knowledge society particular group. Each and every member of the society should be part of it. Community development programs will give the students the followings feedback on issues like poverty, crime, etc.

Promotion of Ethics and Human Values

 Promotion of ethics and human values are the biggest issues, which are tormenting the society in general and nation in particular. Instilling moral values such as gratefulness and preserving one's good name is an essential part of moulding worthy members of society. Unfortunately, we are now so distracted with material wealth and luxury that we have forgotten the importance of such values. As far as the education system is concerned morality and ethics are two pillars, which determine a lot to inculcate into the society.

Challenge

Teacher education is entangled with multiple Issues and challeenges, which create hurdles   for the   promoting ethics education. Study of value based literature will synthesize the academic paraphernalia. It will reflect views of informants, including teacher educators, experts, the erudite analysis will sensitize not only the academicians but also be handy to the participants in carry forward to the ethical values in social and educational upbringing. Analysis and interpretation will led to the findings unveiled the code of conduct. Challenges, on the other hand, ranged from the absence of a ethical values related to teacher ethics, professional "incompetence" of teacher educators, students, The moral policing of society or the irresponsibility of teachers, parents, and other stake holders in society.

EDUCATION POLICY

It may be stated that a well-defined education policy in favor of promoting morality and ethics in education. Academic effort is doomed to succeed in this crucial juncture. Morality and ethics inculcated in the education system in India in comparison to other parts of the globe produce not only academically and pedagogically competent teachers, but also professional teachers able to live up to the highest moral standards of their teaching profession. Morality and ethics in a teacher education is a framework through which trainee teachers and academic experts are oriented to,

amongst others; understand what is "good" and what is "bad" or what is "wrong" and what is "right" with reference to day-to-day values used at social norms. It is very important and inevitable for several reasons. Ethics questions are complex and relate to humankind: they are -associated mainly with humans as social beings.

Ethical Dimension

The dimension of ethics is to evaluate the current educational System with that of the changes that it needs to brings in for the Sake of improvements in the society. It may be dealt with some of the changes that education can bring in to the current system to make significant development in the society and to convert it a better place to live. During the this academic and intellectual discourse, we are going to see some of the features such as morality, ethical values development and community development programmers which should also be part of curriculum.

Educational Paradigm

- Education plays a complementary role for individual. Social and national development.
- It enables an individual to realize his highest self and goals that he wants to achieve in his life. Students are the future of our nation.
- We are taught moral lessons at home and in school such as love felon human beings, respect elders, no wrong things should be done, never speak lies, love your country, don't jealous etc.
- But now-a-days everywhere crime flourishes. We see after corruption, sexual harassment, drug trafficking, human trafficking, female feticide, dowry issues. Inculcation of moral values and ethics are highly essential.

Academic Curriculum and Ethics

Education should be able to function in such a way which would make the society to growsimultaneously. It becomes the prime responsibility of the educational system to make sure that the purpose of education will be fulfilled through development of of the individual through academic curriculums and involvement of the individual into social activities for societal development. As of now, education deals with knowledge that will make the individual to win his bread and butter. But, the other aspect of education which should also deal with making the students to be an asset to the society by following moral values and lacking core human values and principles . In totality, innovations in education for knowledge society the use of innovative methods in educational Institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize system should be able to teach sense of morality i.e. distinguish right from wrong prepared to act accordingly how do we feel about it.

Factors Affecting moral Development

- Cognitive development
- Interactions with peers
- Use of reasons and rationales
- Moral issues and dilemmas
- Sense of self education for a democracy demands that the individual be recognized
- Valuing children's individuality
- Valuing different perspectives and opinions
- Nurturing independent critical thinking

FINDINGS

- Development of inborn potentialities to develop the inborn potentialities of an individual providing scope to develop.
- Modifying behavior helps to modify the past behavior through learning and through different agencies of education.
- All round development aims at the all-round development of physical, mental, social, emotional, and spiritual.
- Education and ethics are the key to humanitarian development

SUGGESTIONS

- It Should not be applied for only curriculum based subjects.
- It should be also applied for the service that a student has done towards the community, society should not be reserved
- There is dire need of innovations in education for knowledge society, in which Each and every members of the society should be part of it. Community development programmers will enrich with the values and prevent the people from doing antisocial acts.
- Ethics will make them more alert, but at the same time will make them to think on how to eradicate those problems community development organizations can create neighborhood service- learning opportunities and after school and college programs for youth that benefit both schools and communities.
- Designing the syllabus on ethical values that take the classroom into the community, community groups have organized a wide variety of programs from neighborhood clean-ups to tree plantings, design seminar, tutoring programs, and technical assistance help for local businesses. The seminar benefits the community at large, enrich the educational

experience of students and school, college, university staff, and foster a sense of neighborhood pride.

- Preparing for the future after completion of the child can earn its livelihood getting proper education, which has productivity. The education should be imparted according to the own interest of the child along with the humanitarian values .

- Developing personality- the whole personality of the child is developed physically, intellectually, morally, socially, aesthetically and spiritually. He is recognized in the society.

CONCLUSION

In the concluding version, it may be summed up that Indian education without ethics and morality, will ruin the human society. The educational institutions rarely make the students to be aware of their social responsibility. Community developments programmers should always be a part of curriculum student should be involved in programmers which will uplift the moral and intellectual standard of the society. All the citizen should be taught to show compassionate attitude toward the downtrodden but at the same time, should be part of making some changes in the life the downtrodden. Teaching alone will not be sufficient. Putting them into practice is also very important for the development of healthy and honorable life in the society. Self introspection and innovations of ideas and techniques are the essential for the promotion of ethics and human values in education for knowledge society.

BIBLIOGRAPHY

2. Powney, J., Cullen, M-A., Schlapp, U., Johnstone, M. & Munn, P. (1995). *Understanding value education in the primary school.* York: Reports Express. p.vii.

3. Minnis, F (1991) Socrates for six-year-olds. Booklet accompanying the BBC programme of the same title. BBC, London.

4. David Aspin (2000) However, the meaning of "initiation into values", "mode of relating to other people", "apply intelligently" and a "settled disposition" needs to be clarified. It is also useful to point out that values education can be conducted with people of any age. A clarification of some key terms in values discussions, in M. Leicester, C. Modgil & S. Modgil (Eds.), *Moral education and pluralism: Education, culture and values* (Vol. 4, p.171-180). London: Farmer Press.[1]

5. Cox, E. (1988). Explicit and implicit moral education. *Journal of Moral Education, 17,* 92-97

6. Rowe, D and Newton, J (1994) You, me, us! Social and moral responsibility for primary schools. Citizenship Foundation, London.

7. Lipman, M (1987) Ethical reasoning and the craft of moral practice. Journal of Moral Education, Vol 16, No 2.

8. Researching a New Interface between Religions and Publicly Funded Schools in the UK'. Eleanor Nesbitt, Elisabeth Arweck, Warwick Religions & Education Research Unit (WRERU), Institute of Education, University of Warwick, Coventry, UK

9. http://www.livingvalues.net/profiles/index.html (accessed 27 February 2008)

10. Lickona, T. (1996) Eleven Principles of Effective Character Education, The Journal of Moral Education, 25(1), pp. 93 - 100.

11. Arthur, J., Deakin-Crick, R., Samuel, E., Wilson, K. & McGettrick, B. (2006) Character Education: The Formation of Virtues and Dispositions in 16-19 Year Olds with particular reference to the religious and spiritual(Canterbury, Canterbury Christchurch University).

12. Ellis G et al (2013). BetterBehaviour through Home-School Relations: Using values-based education topromote positive learning. Routledge.

13. http://www.jvbharati.org/kjva.aspx

14. http://www.terapanthinfo.com/

15. I M, Taylor (Ed.), *Values education in Europe: a comparative overview of a survey of 26 countries in 1993* (pp.1-66). Dundee: Scottish Consultative Council on the Curriculum.

16. Values Education | Values Homepage

17. Thornberg, R. (2009). The moral construction of the good pupil embedded in school rules. Education, Citizenship and Social Justice, 4, 245-261.

18. Thornberg, R. (2010). School democratic meetings: Pupil control discourse in disguise. Teaching and Teacher Education, 26, 924-932

19. Alerby, E. (2003). 'During the break we have fun': A study concerning pupils' experience of school. Educational Research, 45, 17-28.

20. Bergmark, U. (2008). 'I want people to believe in me, listen to me when I say something and remember me': How students wish to be treated. Pastoral Care in Education, 24, 267-279.

21. Thornberg, R. (2006). Hushing as a moral dilemma in the classroom. Journal of Moral Education, 35, 89-104.

22. Bergmark, U., & Alerby, E. (2008). Developing an ethical school through appreciating practice? Students' lived experience of ethical situations in school. Ethics and Education, 3, 41-55.

23. Emilson, A., & Johansson, E. (2009). Communicated values in teacher and toddler interactions in preschool. In D. Berthelsen, J. Brownlee, & E. Johansson (Eds.), Participatory learning and the early years: Research and pedagogy (pp. 61-77). New York: Routledge.

24. Johansson, E. (2002). Morality in preschool interaction: Teachers' strategies for working with children's morality. Early Child Development and Care, 172, 203-21

25. Löfdahl, A. (2006). Grounds for values and attitudes: Children's play and peer-cultures in pre-school. Journal of Early Childhood Research, 4, 77-88.

26. Thornberg, R. (2008). The lack of professional knowledge in values education. Teaching and Teacher Education, 24, 1791-1798.

27. Thornberg, R. (2009). The moral construction of the good pupil embedded in school rules. Education, Citizenship and Social Justice, 4, 245–261.

28. Westling Allodi, M. (2007). Assessing the quality of learning environments in Swedish schools: Development and analysis of an instrument. Learning Environments Research, 10, 157-175.
29. Englund, T. (2001). Deliberativa samtal som värdegrund – historiska perspektiv och aktuella förutsättningar. Stockholm: Skolverket.
30. Englund, T. (2006). Deliberative communication: A pragmatist proposal. Journal of Curriculum Studies, 38, 503-520.
31. Johansson, B. & Roth, K. (Eds.) (2003). Demokrati och lärande. Lund: Studentlitteratur.
32. Roth, K. (2001). Democracy, education and citizenship: Towards a theory on the education of deliberative democratic citizens. Stockholm: HLS Förlag.
33. Roth, K. (2006). Deliberation in national and post-national education. Journal of Curriculum Studies, 38, 569-589.