

“Accelerating Emphasis on Morals, Values, Ethics, And Character Education In Science, Management Education And Teaching Learning Process”

Authored by

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Abstract:

The most significant human innovation is education. It is more significant than the tools, machines, spacecraft, weapons, and even the language he invented, as the latter was also a result of his education. Without education, man would continue to live like an animal. Man was once only a "two-legged animal," but education made him into a person. Education is a lifetime process that begins in the womb and never ends. Education is an instrument for a person's overall growth; if any component of a person's personality is disregarded, the consequences can be disastrous. Human growth will be lacking if ethics and values are not taught in schools. This article explains why morality, values, ethics, and character education should be a part of curriculum and instruction. The author looks at how the rapid breakthroughs in science, technology, and globalization are making social life more complicated and demonstrating the value of morality, values, and ethics. The philosophical as well as pedagogical issues pertaining to morality, ethics, and character education are synthesized and analyzed in order to aid in conceptualizing and articulating a strong theoretical foundation for the construction of educational programs. several challenges in establishing character education and teaching morals/ethics in the various disciplines are covered.

Key Words: Ethics, Education, Management, Character, Moral Values, Learning

INTRODUCTION:

The most significant human innovation is education. It is more significant than the tools, machines, spacecraft, weapons, and even the language he invented, as the latter was also a result of his education. Without academic achievement, man would continue to live like an animal. Man was once only a "two-legged animal," but education made him into a person. Education is a lifetime process that begins in the womb and never ends. Education is an instrument for a person's overall growth; if any component of a person's personality is disregarded, the consequences can be disastrous. Human growth will be lacking if ethics and values are not taught in schools.

VALUES AND ETHICS

Mahatma Gandhi Ji "Your belief becomes your thoughts, which become your words, which become your deeds, which become your habits, which become your values, which become your destiny," goes the saying.

The Latin word "valere" (which means toward being worth, to be powerful, to be useful, and to signify importance in degree of perfection) is where the word "value" originates.

Values play a significant role in a person's life and help to define and strengthen their character. They also have an impact on their ideas, feelings, and behavior. Values provide good guidance and indicators for what is proper and what is bad and against nature, respectively. Human values enable one to live a morally upright life.

The term ethics comes from the Greek word "Ethos," which means character, and the Latin word "Mores," which means customs. Ethics is a subfield of philosophy that deals with morality. It may be characterized as the peaceful coexistence of moral principles, regulations, or norms guiding behavior inside a certain organization, community, or culture. They have an impact on the collection of values as a whole. Acting in line with one's own personalized code of ethics is what it means to be personally ethical.

One of the earliest notable philosophers to investigate the topic was Aristotle. For him, ethics went beyond simple moral, religious, or legal considerations. According to him, temperance, bravery, and justice are the three characteristics of practical knowledge that must be considered in order to decide what is morally just for both the person and the community.

We may state that ethical difficulties include the following:

- How or when to live a decent life?
- Our obligations and rights.
- The expression of good and wrong.
- Moral choices: What is right and wrong?

Value-based education (VBE) incorporates a variety of concepts, including social, moral, character, and spirituality. It improves a person's strength, honesty, and humility. Only a values-based education can point our children in the correct way. In India, a value-based education system is necessary.

HIGHER EDUCATION IN INDIA

Next to China and the United States, India has the third-largest higher education system in the world. India's higher education system has expanded impressively, especially in the years after independence.

With a population of more than 1.39 billion, India is the largest democratic nation on the planet. It has over 677 universities and university-level institutions, including 37,204 colleges and 2,401 women's colleges in addition to 12 IITs, 12 IIMs, and 2 IISc. There are also 45 central universities, 290 state universities, 95 deemed university colleges, 12 IITs, 12 IIMs, and 2 IISc.

Is it true that just improving educational facilities would result in morally upright people without also instilling in them the fundamental principles, values, and virtues espoused by the saints, Sufis, and gurus of antiquity? Without ethics, values, and virtues, can we generate competent managers, technocrats, politicians, and entrepreneurs?

The majority of Indians are proud of respective roles and work ethics. Despite all challenging circumstances, they give their tasks their all. Indian parents, software industry engineers, doctors, and teachers are role models for the world in terms of raising children. All of our entities are in a healthy constellation with a harmonic culture the focus and estimating the degree of understanding of one of the hotly debated issues at hand.

However, the higher education system faces a number of current concerns, including funding

and management plans that place a strong focus on health awareness, values and ethics, and higher education quality in addition to the evaluation of institutions including associated accreditation.

With so many educational options available in India, lifelong learning is a hotly argued and discussed subject. In contrast to higher education, elementary and secondary school education places a greater focus on value education. We urgently truly believe the need for value education at a time when the rapid advancement of civilizations but rather globalization are posing new challenges to the nation's educational system. Political infiltration throughout academic periphery is reaching its highest level, and youth are increasingly feeling the negative effects of media on their minds. Consumption and blind competition have also distorted humanity's perspective.

We need to confront more and more important questions about the social and moral repercussions of unregulated activity in higher education institutions if we want to rescue the whole educational system and humanity as a whole.

CAUSES OF ETHICAL DETERIORATION IN INDIAN HIGHER EDUCATION SYSTEM

Corruption:

Academic fraud including holding teacher salary, preferential promotion as well as placement, teacher absenteeism, and unlawful acts in the textbook acquisition, food distribution, and infrastructure are all examples of corruption in education.

Privatization:

Another significant factor contributing to the erosion of ethical standards in the educational system is privatization of educational institutions. Other for-profit institutions can't create a comprehensive "human capital" with moral values.

Absence of teachers:

Teachers serve as role models for pupils and are typically the most well-educated and well-respected individuals in rural areas. One of the most severe ethical declines in education is teacher absenteeism.

Lack of moral education in the curriculum:

While value education is included in the elementary school curriculum, it is not included in the curriculum at the adult level, which is the most sensitive stage to develop a person's character.

Educational pedagogy fails to appropriately integrate instructional methods:

The university designs the curriculum, which focuses on regular memorization and leaves a small number of topics and disciplines off the syllabus. The gathering or presentation of data alone is insufficient to establish the standards for high-quality education.

Guru and Disciple:

There are several more issues to debate, including the need for students to respect their teachers (or "gurus") and the fact that the traditional link between a guru and his or her "shishya" (student) is eroding.

According to UGC (2003), in order to foster societal and responsible citizenship, it is imperative to "inculcate human values in students of Universities And Colleges, such as the pursuit of peace, adherence to truth but instead right to conduct, non-violence, conception, tolerance, absolutely adore for living beings, and respect for anything other than the Motherland and indeed the glory of its traditions and culture.

VALUE EDUCATION: PROBLEMS AND THE FUTURE

Some detractors said that because science and technology are "value" neutral, contemporary existence is founded on them. They contend that values are outmoded religious precepts that have no application in the twenty-first century. To protect the democratic state but also its principles, some modernists wish to promote value education in schools. Honesty, equality, respect for others, collectivism, democracy, and other contemporary secular values are included.

But the issue still exists at the implementation level. The following queries continue to be raised:

- i. What kinds of values should be prioritized in the curriculum if value education is incorporated into the educational system?

ii. What weight should be accorded to religious principles that are largely derived from the Bible?

iii. What effective teaching techniques should be used in higher education institutions?

Despite the necessity of the value education's implementation in higher education institutions, these difficulties left us in a limbo. However, teenage people will develop some values regardless of whether there is a program for value teaching. No person can develop in a vacuum. Every person has some positions or negative values in front of them. If any good values are not presented at this level of learning, the students will pick up the harmful ones. And that's the main reason why we're currently dealing with so many difficulties.

Here is a recommended course of action for making teaching morality and values in higher education institutions mandatory, both directly and indirectly.

Sample formatting in that direction is shown in the accompanying chart.

Specific Values	Enhancing Human Qualities	Educational Activities
Aesthetic values	Love. Beauty	1. Developing fine Arts, like painting, music, recitation etc.
Spiritual Value	Spirit	1. Developing games and sports 2. Practicing yoga and meditation. 3. Introducing Gymnasium.
Moral Values/Ethics	Honesty, Integrity, Self Control, Discipline, Self Reliance	1. Program of NCC to be effectively activated. 2. Curriculum to be modified to add “value” education and internalize the “value”.
Social Values	Responsibility and contribution towards society	1. Programme of NSS to be given enough importance. 2. National days,, Birthdays of Dignified Personalities. Foundation day to be celebration. 3. Environment club to be opened to make the learners ore conscious towards

		surroundings
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These are all examples of indirect methods for teaching higher education students morals and values. The authorities may employ certain direct methods of importing value-based education by mandating a course on values at the undergraduate and graduate levels.

All of these factors are valued by the National Assessment of Accreditation Council (NAAC), which refers to them as "Healthy Practice." According to NAAC, higher education institutions cannot progress without all of this Healthy Practice characteristic.

HUMAN DEVELOPMENT:

The purpose of teaching human values is to give the youth the opportunity to share knowledge, develop skills, and shape the thinking of the today's business world managers of tomorrow. It also aims to provide clarity and insights into business concepts so that young managers can avoid engaging in unethical behavior.

MORAL DEVELOPMENT:

Moral development among our young is essential since it offers a number of advantages to today's youth. Examples include:

1. Moral Development.
2. Cultural Advancement
3. Growth of a balanced, healthy personality.
4. Fostering Good Citizenship.
5. Living cooperatively.
6. Upholding tranquility and harmony.
7. Environment and Modification-Related Adjustment.
8. Integration of the country and national development.

CONCLUSION:

Without incorporating value education for adults, achieving "Sustainable Development" and maintaining that goal in the twenty-first century will remain a remote prospect. We frequently discuss economics literature, but in a time when conspicuous consumption is demonstrating selfish preferences, we desperately need an enlightened person approach from each and every economic agent to save our country from its impending peril. Love for one another and the environment can only assist in controlling negative externalities. Therefore, in order to limit the current education policies, value education should be given enough prominence in higher education institutions. Only after that will we be able to envision a brighter future for our nation that is currently threatened by problems.

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