



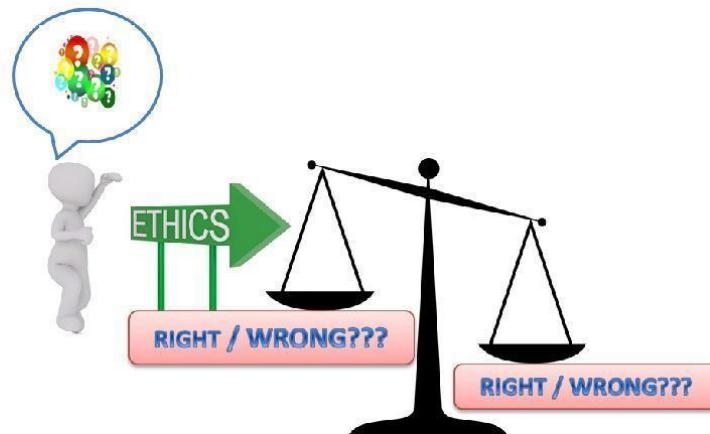
Vidya Vikas Education Trust's

The Lord's Universal College of Education

(Linguistic Gujarati Minority Institution Affiliated to Mumbai University, Recognized by NCTE)
Daftary Road, Malad(E), Mumbai - 400 097.

**NATIONAL
LEVEL
SEMINAR**
(in blended set-up)

**ETHICAL EDUCATION IN
PRESENT SCENARIO -
INTEGRATION IN
THE CURRICULUM**



17TH APRIL 2019

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NATIONAL LEVEL SEMINAR

On

Ethical Education in Present Scenario- Integration in the curriculum

Dated 17th April, 2019

ORGANIZED BY

The Lord's Universal College of Education

SUB THEMES

- 1. Curriculum development in Ethical Education using innovative practices.**
- 2. Online curriculum transaction in Ethical Education**
- 3. Multidisciplinary and interdisciplinary approach to curriculum development in Ethical Education**
- 4. Present Status of Ethical Education: An analysis**

Report on One Day National Level Seminar on “Ethical education in Present Scenario: Integration in the Curriculum”

Held on 17-04-2019 organized by

The Lords Universal College of Education, Malad (E), Mumbai-97 at St. John’s Universal School

The Lords Universal College of Education organized the National level, seminar on the theme “Ethical education in Present Scenario: Integration in the Curriculum”. The seminar was attended by 28 participants and dignitaries from across the nation. The highlight of the seminar was the luminaries from the education sector who shared their knowledge and experiences with the participants and students over the sessions. All the sessions have been telecast in real time for the educationists who opted for virtual participation. The blended set up of the National seminar remained the distinct aspect, wherein the participants from distant areas could attend all the sessions.

1. Inaugural Session: The inaugural session attended by eminent guests began with the prayer, ensuring blessings from Almighty. The dignitaries carried out the lamp lighting ceremony. Ms. Deepa Savalani, welcomed today’s Keynote speaker and other eminent guests. She, introduced the keynote speaker: Dr. Sudhakar Agarkar, Professor and Dean at VPM’s Academy of International Education and Research, Thane. Dr. Agarkar, in his keynote address laid strong emphasis on the importance of Ethics and values in the profession of teaching.

1. Integration of subject matter with ethics and value education.
2. The development of good observation skills, pattern recognition and listening skills among the students.

In line with Sir’s inaugural address, Dr. Savita Manchekar, Principal spelt out the theme and proceedings of the seminar.

2. Session 1. Session commenced with the introduction and welcoming of the esteemed Resource person Dr. Lesan Azadi, Director, Bahai Academy, Panchgani by Ms. Bhindya Ramachandran .

He began his discourse on a sub theme ‘**Universal Human Values and Ethical Education**’ by introducing the audience with some thought provoking questions.

He stirred up our thought to bring about institutional changes in education to emphasize on the need of universal human values. He stressed upon the fact that despite the existing policy framework which encourages inculcation of values and ethics in education, there is much to be done as we have many youths still unaware about the aim of education and ethics. Mr. Azadi has thrown light on an important aspect on ethics and value in education by providing a framework of universal human values and ethical education. This framework comprises of five crucial elements

- Clear vision
- Strong sense of moral purpose
- Basic focus on contribution to social progress
- Correct understanding human nature
- Unity of human race.

The session ended on an interactive note by answering the on whether it is right to take beauty subjectively sir aptly replied saying that this is the need of the hour as today's students need to be sensitized about inner beauty.

3. Session II. Our revered Resource person, Dr. Shashi Gaikwad from Bahai Academy has addressed the gathering through online mode, making this seminar truly a blended one. Assistant Professor Swati Sharma introduced and welcomed her. She expressed her views on the subtheme **“Developing Curriculum in Ethical Education”**. She discussed various approaches and dimensions of curriculum development such as Tyler's approach and Schwab's approach .She laid emphasis on the importance of hidden curriculum which contributes to desirable behaviours among students. We were also enlightened to know that there are policies supporting curriculum development which focus on building moral capabilities. She pointed out various factors like Philosophical, Psychological, cultural to be considered while developing curriculum for ethics in education.

4. Session III: The session on subtheme **“Ethics and Research”** began with the introduction and welcoming of the eminent resource person **Dr. Sybil Thomas**, Reader, Post Graduate department of Education Mumbai University by Assistant Professor Dr. Shashikala Yadav. Her views on **“Ethics and Research”** have given us new insights into the subject Dr. Sybil provided a macro level perspective on the importance the about Research, Ethics and established a relation between the two. Dr Sybil connected well with the audience and reiterated that educators play a significant role in the field of Research..She has established a

meaningful relationship between ethics, research and education by stating that these are the guiding principles which a teacher follows in the process of finding the ultimate truth.

Dr Sybil recommends few important things for a researcher to be kept in mind. These are: Confidentiality, Consent (of participants), Self driven corrections and Compliance to the requirements of the Publication. It was brought to our notice that ethical considerations go hand in hand with the research at each and every step. Ethics in Research would be incomplete if the researcher does not apply the humanist approach to his work.

All the Resource persons were presented with a sapling by Principal Dr. Savita Manchekar. The Lord Universal college of Education has started this trend present sapling to the guest and thus creating awareness for Green Earth. These saplings were placed in the best out of the waste vase created by students.

The sessions concluded with an interactive question answers session where students and participants have clarified their doubts and enforced the message of all the subthemes. These varied views widened the perception of participants on the topic of the seminar.

5. Session – V The participants reassembled after a sumptuous lunch for the parallel sessions on varied sub-themes. Dr. Savita Sable, Dr. Gauri Hardikar, Dr. Ratnapraha Rajmane and Ms. Smita Ganatra chaired the parallel sessions. Total of 21 abstracts were presented in face to face mode and 7 through online mode.

Dr. Savita Sable was the chairperson for Paper Presentations held at In Room 1 and total of varied abstracts were presented.

Paper Presentations held at in room 2 was chaired by Mrs. Samita Ganatra. Total of 7 varied abstracts were presented, out of which 2 were online.

A Session on held at room -3 was chaired by Dr. Gauri Hardikar. Total of 7 varied abstracts were presented, out of which 2 were online.

Dr. Ratnaprabha Rajmane was the chairperson for Paper Presentations held at Room 4 and Total of 8 varied abstracts swas presented, out of which 2 online papers were presented.

The presentations concluded with question answer session and fruitful interactions among the chairperson and the audience. Esteemed chairpersons were presented with a sapling by Principal Dr. Savita Manchekar as a token of our love and appreciation.

6. The Valedictory Session: The Valedictory session started with welcoming of Dr. Veena Deshmukh, Former director, Distance education SNDT for the valedictory address. She was introduced by Assistant Professor Ms. Sonali Singh. Then **Report reading** was

presented by Assistant Professor Dr. Nikita Rathod to provide the overview of the proceedings of the seminar. She provided inputs for writing research paper. Her valuable inputs and guidelines for writing papers remained the most valued take away for all the participants and students.

Assistant Professors Ms. Soma Guha and Dr. Nikita Rathod proposed the **vote of thanks** by acknowledging the supportive roles played by the management, staff and students. The seminar was very well received by the participants. In their feedback, they appreciated the technical expertise and knowledge of the eminent speakers. In addition, they appreciated the hospitality extended by the institution. The participants after giving out their formal feedback received their participation certificates.

Prologue

We are overwhelmed by the response that we received from participants in terms of the quality outcomes of our National Level Seminar on Ethical Education in Present Scenario-Integration in the curriculum organized on 17th April, 2019.

Papers in this journal should prove enriching for the readers. Varied perspectives and ideas penned down by these participants highlight importance of Ethical education and also showcase how it can be incorporated in the curriculum as a regular practice through curricular and co-curricular activities.

I feel developing ethical character in students is the need of the time as we are experiencing and hearing lots about the violation of values that is very much Indian in nature. The idea of the theme was therefore was implemented in the form of aforesaid seminar. We hope our objective in this direction is achieved and readers too feel the same.

Present special issue would be helpful to educators to get inputs about framing the integrated curriculum and also in the process of curriculum transaction. It would also serve as the guidelines for exploring further on the issues related to ethical education.

The Seminar organized was in the blended approach wherein participants from within and beyond India presented their papers using online platform. The enriching sessions of resource persons too could be heard by participants from distant areas in the virtual setting. We had also provided pre-seminar training using Google class to the conceptual background of the theme and sub-themes of the seminar.

We look forward to the readers' constructive feedback on our efforts in this endeavor for further improvement.

Thank you

Dr. Savita Manchekar

Principal

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INDEX

Sr. No	Title & Author's Name	Page. No
PARTICIPANTS' RESEARCH ARTICLES...		
1	Ethics by CSR Companies in Promoting Primary School Education: A Perspective <i>-Mr.R. Chandra Shekher</i>	1-6
2	Learning NaiTalin: A Diverse Outlook <i>-Dr. Deepa Savalani</i>	7-13
3	Systematic Planning for Integrating Ethics in a Flipped Science Classroom of Standard VIII <i>-Mrs. Monalisa Dash</i>	14-20
4	Incorporation of Ethical Education in the Curriculum: Need of an hour <i>-Dr. Namrata Kamble</i>	21-24
5	Ethical Education: Framing Questions that Matter <i>-Dr. Nikita Rathod</i>	25-29
6	Ethics in Teaching Profession <i>-Ms.Pooja Ampin</i>	30-33
7	Innovative Practices: Ethical Guidelines in Curriculum <i>-Ms. Pranjal Vornekar</i>	34-37
8	A Conceptual Framework of Interdisciplinary Curriculum Design for primary education linked with ethical education <i>-Dr. Seema S. Lokhande</i>	38-42
9	Developing Curriculum for NaiTalin- Integrating Ethical Education <i>-Mrs. Sonali Singh</i>	43-54
10	Development of Curriculum in Ethical Education for B. Ed Teacher Trainees <i>- Dr. Shashikala B. Yadav</i>	55-60
11	Curriculum Development in 'Creating an Inclusive School' Course of B. Ed incorporating Ethical Values <i>- Mrs. Swati Sharma</i>	61-67
12	Ethical Education in the Present Curriculum: Decision-making Skills for the Future Generation <i>-Mrs. Soma Guha & Ms. Anuja Mestry</i>	68-75

PARTICIPANTS RESEARCH ARTICLES

ETHICS BY CSR COMPANIES IN PROMOTING PRIMARY SCHOOL EDUCATION: A PERSPECTIVE

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Abstract

India is poised to be amongst the third largest economy in the world. By being the second highly populated country in the world therefore the Indian Government, Corporate, PPP Models, Academia, NGOs & Civil Society members are coming together to form a strong brigade to address the national development agenda. The CSR compliant companies therefore have a greater role to play in the national development agenda. With CSR laws being inserted in the Section 135 of the Indian Companies Act in the year 2013 has helped create a corporate corpus which as per the available data has crossed Rs. 50,000 Crore in the FY-2019 (CSR Spend Tops Rs. 50,000 crore in 4 years, 2019). This has been possible largely due to the “2 %” exclusive club which today numbers in excess of 500+ top ranking companies both MNCs and Public Sector units put together. Interestingly, Education sector is the most favored activity amongst the CSR compliant companies. The eighty-sixth amendment (Publishers, 2006) in the Indian Constitution in the year 2002 had inserted Article 21 – A, thus making provision for “Right to education” in a sincere effort. The Primary School Education scenario is an important activity which most of the CSR Compliant companies is striving to contribute towards making Primary School Education truly viable, reachable & universal. The moral fortitude is important in this context as lives and aspirations of children are at stake because with universalization of primary education; access and equity are also interconnected; thus, ethics of CSR Compliant companies would need to go many notches above to keep up the moral fortitude in building the lives of the children through educational CSR practices. Let us not forget, adherence to ethical practices is the cornerstone in any walk of life and more so for the CSR Compliant companies because on that edifice of it only India Inc. has to surge forward; thus, taking the aspirations of Bharat into a unified Nation state of India.

Keywords: CSR, Primary Education, Right to Education & Ethics by CSR Compliant Companies.



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Quotation:



“History shows that where ethics and economics come in conflict, victory is always with economics. Vested interests have never been known to have willingly divested themselves unless there was sufficient force to compel them”. Dr. B.R. Ambedkar

Introduction

Finally, India became politically independent in the year 1947 largely due to the unrelenting efforts of some of the tallest leaders who had the moral fortitude of highest standards to stand up and take on the might of an economic super power then the Great Britain. It will be fair to say that the courage and leadership of Gandhiji, Dr. B.R. Ambedkar, Sardar Vallabhbhai Patel and all the other leaders gave us the moral fabric to design and script the India that we have today. The Indian constitution (Basu, Reprinted in 2011) is the lengthiest standard operating procedure template soaked truly in the flavor of ethics; which addresses the routine as well as the complex issues related to governance thus guiding the complexities and at the same time securing each and every citizen by reinforcing the law of equality which in itself is a *rajyadharam* in every conceivable way. The ideal of dharma and ethics as inscribed in the rock edicts of Ashoka the Mauryan king is further reinforced in our constitution thus maintaining uniformity and continuity to nation building efforts (Romila, 1990). If today, India is poised to becoming a 5 trillion-dollar (Modi, 2019) economy then we must recall the efforts of Ghanshyam Das Birla (Birla, 2007) who with his “missionary zeal and conviction built the monumental task of national development.” Today, Indian business story wouldn’t have been what it is today without the righteousness attitude of Jamsetji Nusserwanji Tata, who illustriously built his company on the foundation of ethics and it continues to grow even bigger in today’s context. “If it wasn’t for Jamsetjee’s company Tata & Sons, formed in 1897, which had obtained concessions for iron ore, rail freight and had taken the risk and burden of the exploration”, we wouldn’t be witnessing the global conglomerate that Tata’s as a business entity has come to become. (Lala, 2007).

Review of Literature

“Now is the time for ethics in education” the author Amy Haas had contended that (Haas, 2005), Corporates have a wider responsibility to back ethics because if ethics are not endorsed then corporate scandals would surface thus bringing disrepute not only to the company but also to the economy on the whole. Going as far back in the mid-80s “the Bedford Committee” reiterated that the central theme of education be it technical or non-technical need to piggy ride on following ethical standards. Economy in essence is a



summation of all the spheres of activities being undertaken in the society. In the study; “A General Theory of Marketing Ethics” Shelby D. Hunt & Scott Vitell

(Shelby D. Hunt, 1986) contends that ethics is the cornerstone on which company takes the leap of faith to the markets and the customers. Being a professor of marketing Shelby is well acquainted with the theory and practice of how responsible companies ought to be so as to operate and at the same time is the case with Scott Vitell as he too teaches Marketing in the US, University. Ethical fragrance constitutes the core base of any marketing decisions. Right from the time of product formulation to preparing the questionnaire to field testing to recording the experiences of consumers; the end users the marketers tend to look at the ethical gaps and try to address it and that’s how iconic brands have been evolved. Because as a consumer if one had to worry beyond the feature-benefit and the category’s unique selling proposition then the ethical practices will get diluted. Therefore, in this context this aspect is seen by the branding and marketing team necessarily; because that knits the consumer confidence further.

In the e-book “My Experiments with the Truth” (Gandhi, 2014); Gandhiji has been an exponent of free and compulsory education. In fact, during his time in South Africa he established the moral edifice of farm’s self-paced learning thus during the conceptualization of Nai Talim he advocated that children from the ages of 7 to 14 be given universal and compulsory education. This he advocated quarter century before the political independence was secured. There is an acute need for “craft- specific education” wherein socially useful and productive crafts were needed to be learnt by the students along with reading, writing and arithmetic skills. The farms of South Africa, which Gandhiji developed, were self-sufficient and sustainable in all aspects; thus, taking that moral fortitude he advocated education need to be self-supporting. Recognizing the importance of cultural diversity and the need for inheriting languages Gandhiji always emphasized the need for mother tongue by the students so that they feel comforted by the cultural bonds of the language that they seem to be comfortable in. Being an ardent polyglot himself Gandhi ji stressed that a student could chose to learn through his or her mother tongue in the primary schooling. Social awareness and relevance of learning of crafts eventually led to the formation of Indian Technical Institutes (ITIs) in the country after the country attained its political independence. The role played by then Indian Industrial Powerhouses be it the Tata’s, Birla’s, Singhanian’s or Modi’s all have in fact contributed to building the national conscience on how the fabric of our



Corporate Social Responsibility philosophy and practice need to be. Despite there being no specific law; most of the companies did philanthropy on their own at that time; as that is the Indian way of life and culture. In the year 2013 finally CSR as a module got inserted in the Companies Act in section 135; thus, mandating and creation of 2% club.

Azim Premji Foundation: Azim Hashim Premji is the jewel prince in the limited edition of wealthiest individuals from around the world; who have contributed their time, wealth and commitment to the cause of human development through their untiring efforts.

Today, the foundation is embarked on the journey of fulfilling the aspirations of citizens in the area of providing access, equity and social justice thus reforming the landscape of primary school education. The word “sustainability” is embedded in the corporate culture of Wipro the flagship company of Azim Premji (www.wipro.org, n.d.) which has never seen ethical issue crop up unlike how one-time competitor Ramalinga Raju led Satyam Computer Services got rocked due to financial embezzlement and for which he was convicted. Therefore, the relevance of following ethical practices in governing a company is paramount.

Educational Endeavours of WIPRO: Since last 16 years the company has been working on sustainability programs with specific focus to primary school education. One of their flagship program is WATIS (Wipro Applying Thought in Schools). Herein the focus is to nurture individual talent in the school and harness them as a potential to grow further. In all over 67 projects have been expanded so far thus addressing 2300 schools across 17 states to reach out to about 10,00,000 students. These numbers are mind boggling considering the fact that it is the state’s responsibility to work in these areas and here we see the commitment of Azim Premji through his philanthropic works of Azim Premji Foundation.

Bharti Foundation: The vision of Bharti Foundation is “To help underprivileged children and young people of our country realise their potential”. The goals include” To improve the accessibility and quality of education across rural India, to provide education and training opportunities to the youth of our country in order to make them employable.(Foundation, n.d.). In the right earnest 14 years back Satya Bharti School Program was inaugurated in the state of Punjab. The foundation’s thrust area is “primary school education”. As a catalyst today the Bharti Foundation has reached a landmark of sorts with 711 schools across fourteen states and the enrolment of approximately 2.22 lac students. This in itself is a huge plus for the country wherein the corporates step up and shoulder the societal responsibility thus going beyond the business objectives to help the nation develop its human resources.



Infosys Foundation: Headquartered in Bengaluru N.R. Narayana Murthy’s company Infosys has come a long way to authoritatively stamp itself as the best employer to work for speaks volume about the core values and guiding philosophy of the company. Considering the high retention levels across the IT services spectrum it is by no way a small feat. Grounded with simplicity both Narayana Murthy and Sudha Murthy are committed to addressing the societal need through their dedicated team members”. The mission of Infosys Foundation is “to support the less privileged sections of society, create opportunities and strive towards a more equitable society”.

In the Chairperson’s message enumerating on the achievements of the Foundation; Sudha Murthy describes, “Distances vanish when change is the mission-Education is often the key to this free.” Explaining the concept behind the formation of Infosys Foundation, Sudha Murthy says, “The concept behind the foundation was that it must make a difference to the common man - bahujanhitaya, Bahujansukhaya – it must provide compassionate aid regardless of caste, creed, language or religion”. (Murthy S.)

N.R. Narayana Murthy discussing about Values reiterates that “values and loyalty to one’s own family and the community and its surrounding is the obligation of every person”. (Murthy N. N., 2010).

Talking about Indian culture Murthy asserts that there is rampant corruption and greed and he as a founder-promoter of the company has stayed away from giving bribe or encouraging unethical practices in any which way. No wonder Infosys Foundation despite its relentless work through their foundation does not boast about the work; in fact, it summarises the activities in a chronological manner only from an education perspective.

Conclusion:

As a country we have been guided by the moral and spiritual philosophy from time to time. In the book *Imagining India: Ideas for the New Century*, Nandan Nilekani writes “*the rise of middle class is driving a demand for transparency in local administration, rule of law and better infrastructure.*” It is nothing but sheer ethical standards at display. Further he goes on to say NGO sector are becoming far more proactive in addressing health, human right and education issues to addressing rural employment concerns of villagers. The significant contributions of Madhav Chavan of Pratham in identifying and then tackling educational issues of school going children is the sheer brilliance of one individual to rise above and think clearly on the problem and addressing it by coming out with the findings in the Annual



Survey of Education Report. These manifestations of individual contributions leading to societal good in the chosen area of work thus upholding personal ethics is how national developmental agenda need to be addressed and thankfully we could say we as a country are fortunate that we have the legacy of Gandhi ji, Sardar Patel & Dr. B.R. Ambedkar's vision for building a stronger India is getting realised. However, there are still few areas that need to be addressed and I am sure it will be addressed in keeping with the best practices in the times to come. (Nilekani, 2009)

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LEARNING NAITALIM: A DIVERSE OUTLOOK

Dr. Deepa Savalani

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Abstract

Students get education by formal, non-formal and informal modes. From these three formal education has curriculum with stated goals and objectives. The curriculum should integrate values and ethics through various subjects. Students learn from what they observe, what they are taught and told. Hence, classroom experiences should include values and ethics. It should give an opportunity to students to decide what is right and what is wrong. Irrespective of any subject, the teacher should try to integrate ethics in their content. If subjects are taught regularly integrating ethics, students will develop positive attitude towards values and ethics. This will help them come out from the dilemma of selecting ethically correct option which will enhance their decision making. The paper is dealing with the concept of ethics in education and integration of them in curriculum. Author has taken Core course – 5 Contemporary India and Education of B.Ed. teacher training course for curriculum development and illustrating integration of ethics in that course. Author has also tried to relate it with Bloom's taxonomy so, achieving higher learning outcomes through activities and task. It also elaborates teaching of NaiTalim through integrating ethics. Paper is concluded with importance of ethics and value in curriculum development.

Keywords: *NaiTalim, Bloom's Taxonomy, Ethical education and Curriculum development*



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Introduction:

"Learning is the process whereby knowledge is created through the transformation of experiences"
- David A. Kolb

Ethics provides framework for understanding and interpreting right and wrong in the society. It is also called analysis and investigation of moral principles and dilemma. It is also sometimes followed the rules and regulation for an individual and group to behave in certain manner. In brief ethics is referring to as personal belief, study of moral philosophy or rules of conduct. It is giving direction to the life on the bases of some principles and strong values. Curriculum should consist of ethics and it needs to be considered as very strong element along with the core subjects and concepts. Somewhere our curriculum is insufficient to bring those principles in their behavior and it will become their code of conduct.

The dilemma comes from the different perspectives from society. Here comes the term ethical decision making. It suggests that the decision taken should be fair and beneficial to all in the society. While taking decision there are some values which always need to be considered like honesty, truthfulness, integrity and loyalty. These kinds of ethical practices need to be taught to the future teachers so that they develop basic principles and values



among students and form habit of fair decision making which will lead to the peaceful living in society giving equal rights and freedom to each individual in society.

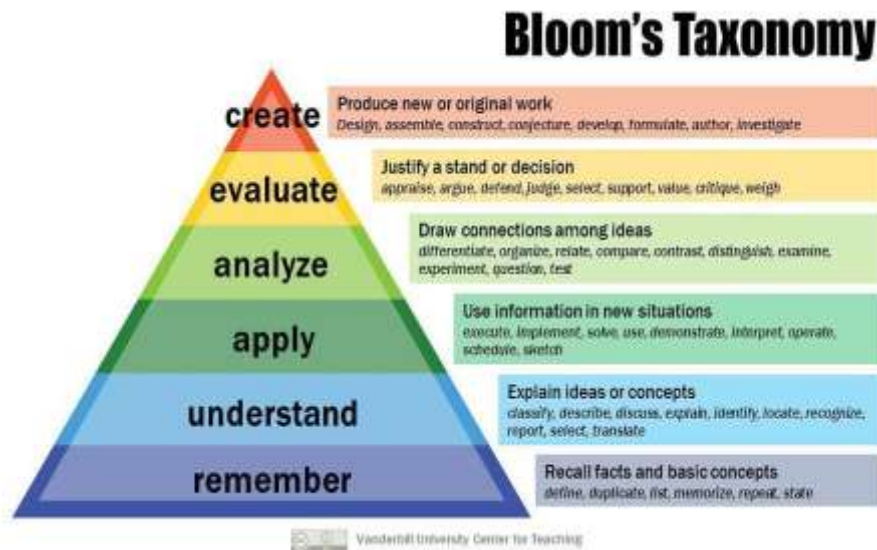
Author has attempted to integrate the ethical aspect in the B.Ed. curriculum. In B.Ed. two years syllabus prescribed by University of Mumbai along with the core courses, syllabus consists of practicum, elective courses, interdisciplinary courses, ability courses and audit course. Amongst all the courses the Core Course 5 „Cotemporary India and Education “is selected for integrating ethical education. This course basically deals with following elements related to education:

- Concept of Diversity as it exists in Contemporary Indian society
- inequalities in Indian Society and the marginalization of the weaker sections
- education in coping with Diversity and Inequality to achieve Universal Education in Indian society
- constitutional values related to the aims of education in a Democracy
- contemporary issues and policies and their origin with regard to Education in Indian society
- education commissions in the context of Liberalization, Privatization and Globalization

Above concepts are somewhere related to ethics and future teachers should take unbiased and fair decisions in understanding and applying those concepts in their profession. As a teacher they need to understand that humanity is the best religion and give equal respect to all caste and creed which would lead to peaceful, unity and harmony in the society. Hence critically understandings of above concepts are very important.

The objectives of this core course is not only to teach but also to apply those learning in their profession. Bloom’s taxonomy can help the teacher to achieve stated objectives effectively. In 1956, Benjamin Bloom group of educational psychologist developed a classification system for levels of learning. This classification system created is referred to as Bloom’s Taxonomy. The word taxonomy means classification or structure.

There are six levels of cognitive learning according to the revised version of Bloom’s Taxonomy. Each level is conceptually different. The six levels are remembering, understanding, applying, analyzing, evaluating, and creating.



These levels can be helpful in developing learning outcomes on NaiTalim. This concept taught to achieve objectives at multiple levels.

For teaching NaiTalim, the author used Jurisprudential inquiry Model. This model provides an opportunity to the students to select from right and wrong based on law, code of conduct and ethics. Following were the steps of JIM followed while teaching NaiTalim to the students.

- Looking at NaiTalim from different perspectives.
- Taught through Jurisprudential Inquiry Model
- Showing a video on “School without Walls”
- Identify problem
- Identify values
- Value Conflicts: Local needs x Global needs
- Taking Stand
- Reconfirming Stand

The students can recall the different strategies through which content can be taught in schools while watching the video of “schools without walls”. Comparing this with actual school experience they will explain the concept of NaiTalim. They discussed the significance of NaiTalim by comparing it with actual school education. They got involved in analyzing the concept and features of NaiTalim.

Page 9



Such methodologies will lead to sensitizing the students towards the theme that experiential learning is more effective than traditional and conventional method. Students were inspired to make two lesson plans based on NaiTalim techniques and implement them in their internship school.

Following is the structure of Core Course: 5 „Contemporary India and Education“ given by University of Mumbai. Author has attempted to integrate Ethics with each topic along with its learning outcomes, activities, strategies and evaluation.

Format:

Concept	Specific Learning Objectives	Activities/Strategies	Evaluation	Ethical integration
Unit 1. Understanding and Addressing Diversity in Indian society				
Diversity, stratification and marginalisation in contemporary India	<ul style="list-style-type: none"> Analyses the Diversity, stratification and marginalisation in contemporary India summarizes the role Education in Linguistic diversity, Regional and Religious Diversity Recalls Diversity, stratification of Indian society. 	Constructivist Approach	Formative and summative evaluation	Respect tolerance Equality Fairness
Concept and characteristics of diversity: linguistic, regional and religious		Flipped Classroom		
Challenges and Role of Education in Linguistic diversity, Regional and Religious Diversity		Brainstorming		
Unit 2. Addressing Inequality of Indian society: Nature, Challenges and Role of Education				
Stratification of Indian Society with reference to Caste, Class and Gender	<ul style="list-style-type: none"> Analyses the role of Education with respect to 	Debate	Formative and summative	Respect tolerance Equality Fairness



Concept of Marginalized groups in Indian society: SC/ST/OBC/EBC/NT	addressing the needs of stratified and marginalized groups ● Recalls Marginalized groups in Indian society:	Cooperative learning	evaluation	
Role of Education with respect to addressing the needs of stratified and marginalized groups	● summarizes the Role of Education with respect to ● addressing the needs of stratified and marginalized groups	Brainstorming		
Unit 3: Constitutional Values and Stratification, Marginalisation and Diversity				
Constitutional Values like democracy, socialism and equality for reducing stratification and marginalisation and Education and Fundamental Rights and Duties: Articles 14, 15, 16, 30 and 51A	● Compares Fundamental Rights and Duties ● Analyses Directive Principles of state policy ● describe state policy	ITM	Formative and summative evaluation	Social Justice Tolerance Equality Fairness
Directive Principles of state policy with regards to stratification and marginalisation		Cooperative learning		Page 11
Unit 4 – Policies and Role of Education				
NayeeTaleem to integrate life, work and education for development	● Summaries the role of Nayeetalim in education	JIM	Formative and summative evaluation	Fairness
RTE Act 2009 and Universalisation of Education	● Describes the role of RET and RMSA n education	Cooperative learning		
RMSA and Recommendations for Secondary Education	● Analyses the polices and role of education	Cooperative learning		



Unit 5- Education Commission & Recommendations				
National Policy of Education – 1986	<ul style="list-style-type: none"> • Summaries the Education Commission & Recommendations • Describes the Education Commission & Recommendations • Analyses the Education Commission & Recommendations 	Activity based learning	Formative and summative evaluation	Fairness
National Curricular Framework, 2005				
National Curriculum Framework for Teacher Education, 2009				
Unit 6- Emerging Trends				
Open & Distance Learning –Concept & Characteristics	<ul style="list-style-type: none"> • Recall open and distance learning • Analyses Emerging Trends • Describes the role of mass media in education 	Constructivist approach	Formative and summative evaluation	Fairness
Globalization, Liberalization& Privatization – Concept, characteristics and Implications		Circle the sage		
Role of Mass Media in Education		Brainstorming		
Page 12				

Few of the examples can be also taught to the student-teachers and they can be sensitized towards the theme. It can also relate with ethics and develop code of conduct among students. Following are the few examples which can be related with ethics:

Diversity, stratification and marginalisation in contemporary India:

Teacher can teach content by using constructivist approach. Here teacher can play video of “Mile surmeratumahara”. She asked students to identify the languages used in that video. She provides link related to the diversity and ask them to analyze. Next she asked them to write the positive and negative aspects related to the diversity of India and ask them to identify how diversity will help India to progress.

Teacher asked students to present discussed points. She asked students to prepare e-brochure depicting Unity in diversity of India. After preparation of those brochures she asked them to share them on social networking sites for creating awareness. Comments need to be analyzed and reported. Here cognitive, affective and psycho-motor developed along with learning the



content relating with ethics and code of conduct. Students themselves come to the conclusion what is right and wrong for the India and its progress.

Stratification of Indian Society with reference to Caste, Class and Gender:

For this topic teacher can ask students to recall students their own caste and as them to list down the caste which they know. Teacher can organize debate for this topic where students will take stand for or against the stratification of Indian society. While giving points and justification for taking this stand they will realize and analyze the concept with better justification.

Teacher supports and taking count and concludes the lesson on the basis of ethical correct options. She asks students to create a blog and to find out relevant newsletters and post them on blog which will bring awareness among common people. Analyzing those comments and writes an article on that analyze. Here cognitive, affective and psycho-motor developed along with learning the content.

Conclusion:

Above are just few examples which can be related with ethics and code of conduct. It is also having scope for taking that into the higher level which includes sensitizing students through affective domain and developing psycho-motor skills. This is just a very small initiative taken by an author to depict some ways to integrate ethics in regular practice of teachers. There are end numbers of options available for teachers to do so.

Teachers can somewhere relate values to the content always to develop code of conduct among students. She can also take her content to the higher level which will include cognitive, affective and psycho-motor skills among students.

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SYSTEMATIC PLANNING FOR INTEGRATING ETHICS IN A FLIPPED SCIENCE CLASSROOM OF STANDARD VIII

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Abstract

Ethics are rules of conduct that helps an individual to understand, interpret and differentiate between what is right and what is wrong thereby making him decisive in real life situations. Ethical education is a necessity of an individual and a society as a whole. Thus, it must form a part of core curriculum and should be imparted to children at all stages of education. This paper presents a systematic planning model for integrating Ethics in a Flipped Science Classroom of Standard VIII. A sample of a systematic plan for Ethics integration is described to illustrate the practical application of the model.

Keywords: *Systematic planning model, ethics integration, Flipped Science Classroom*



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Introduction

Aristotle says “Educating the mind without educating the heart is no education at all.”

World peace and security in the 21st century demands the inculcation of values and ethics in children. Thus education in this era should be utilized for training not only the mind but also the heart. Education for the children, explicitly built to nurture these values and ethics, should be started as early as in their formative years. The reason is that the malleable years of the children in school are crucial. Moreover the values and ethics learned and imbibed will determine the future years of the students. The ethical education will enable the development of ethical awareness and understanding of ethical decision-making so that the students are able to make good decisions in the future. They would be able to analyze ethical issues and apply the outcomes (Khan & Mc Cleary, 1996).

Students must learn about the similar situations relating to the ethical issues and should be given the analysis tools to understand it (Upchurch, 1998).

The word ethics is derived from the Greek word Ethos which means custom or character. It is related to our values and virtues. Therefore, in our everyday life, our actions and our experiences are the subjects of ethics. We have the ability to think about our choices, thus we are responsible for all our decisions we make and actions we do. Some of the ethical concepts are good-evil, right-wrong, virtue-vice, justice and injustice. Ethics are rules of conduct that



helps an individual to understand, interpret and differentiate between what is right and what is wrong thereby making him decisive in real life situations.

Ethical education is a necessity of an individual and a society as a whole. Thus it must form a part of core curriculum and should be imparted to children at all stages of education.

The Concept of Ethics Integration

Some goals of ethics integration in school education are as follows:

1. It increases sensitivity to ethical issues.
2. It increases knowledge relevant to ethical issues.
3. It improves student's ethical judgement. This is the most important goal of ethics integration.

It includes a range of approaches like

- Autonomy- to discuss should the individuals have the right to choose for themselves, or does one decision count for everyone?
- Consequences- to know what are the benefits and risks?
- Rights and responsibilities- to learn what rights need to be protected and who is responsible for doing this?
- Virtue ethics- to familiarize with what is the „good“ thing to do? and
- Pluralism- to understand what perspectives do groups with other cultural, spiritual or religious views have and how can these views be taken into account?

4. It improves student's ethical commitment.

It is important to integrate ethics teaching in science because science even requires a social context like other subjects and does not happen in isolation. Ethical discussions in science can also engage students in science learning, enhance students' understanding of science concepts, highlight the relevance of science learning for everyday living and citizenship, develop students' argumentation, critical thinking and decision-making skills, help students to become more ethically aware and discerning, increase scientific literacy and the ability of our students to contribute to society as responsible citizens.

If ethics is integrated implicitly then each chapter may be time consuming. Thus we can integrate ethics explicitly with the help of a flipped science classroom wherein all the information related to concepts are given before the class and active learning is done inside

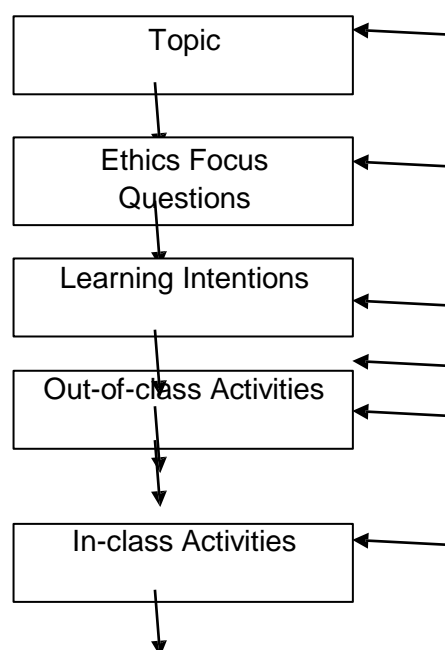
the class. Here the teacher facilitates the learning of a student. To integrate ethics explicitly, the science lessons should be taught accordingly. That is after the completion of a particular chapter, one or two classes should be explicitly allotted to the ethics education in science where more discussions on the ethics should be done. Children should immerse themselves in these ethics classes so as to familiarize themselves with ethical issues, ethical judgement and ethical commitment.

To start with, the students may be given some conceptual material and some websites addresses to get the conceptual clarity on the chapter.

The problem statement may be already given to them so that they do some searching on it. While they come to the ethics integrated science classroom a systematic planning model should be adopted.

The Systematic Planning Model for Ethics Integration

Responding to such an urgent need of world peace and security, this paper suggests a Systematic Planning for Integrating Ethics which articulates a pragmatic approach to ethics education in schools. As this framework is suggestive in nature, it allows scope to customize its various components so as to suit to varied needs, context and resource of the different schools. A systematic planning model for ethics-integration is given in the figure 1. It follows a logical flow and has seven components organized in a linear manner. Completion of each component leads to the next component. The key components of the systematic planning model for ethics-integration are explained in detail below:



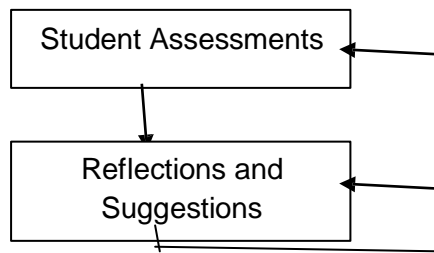


Figure 1: A systematic model for ethics integration

Topic

The topic here refers to the chapter or lesson already taught.

Ethics Focus Questions

The systematic model then leads to the ethics focus questions which describes the ethical issues to be addressed.

For example, in the topic “conservation of trees and animals”, shown in the sample plan, the major problem is “consequences and solutions?” The problem should be relevant to the target learners and not the teacher designers.

Learning Intentions

Intended learning outcomes are otherwise said to be the learning objectives. Teacher-designers need to state the learning objectives according to the ABCD model (Reiser& Dick, 1996), where A implies Audience; B implies Behaviour; C implies Condition; and D implies Degree. For example, at the end of the topic, the Standard VIII students should be able to describe the present situation of forests in India on a map with 100% accuracy.

Out-of-class Activities

In order to provide a firsthand experience with the concepts, the out-of-class activities need to be planned accordingly.

These should form the base for the in-class activities. Various technologies can be used like communication tools, mind tools, web-based resources or multimedia courseware to deliver the concepts in the content.

In-class Activities

To resolve the ethical issues various in-class activities can be carried out. Some of these are case studies, „what if...” scenarios, media analysis, role play, class discussions, plus minus interesting sheets, guest speakers, think-pair-share etc. Some of these activities may be better suitable for different phases of ethical decision making like:



- Ethical sensitivity- activities done to raise awareness of the ethical issues for example media analysis
- Ethical deliberation-activities done for identifying possible solutions and evaluating them for example role play, think-pair-share
- Ethical judgement- activities done for justifying a response for example class discussions and presentations

Student Assessment

Assessment refers to both process and product (Jonassen, 1991). Here the process indicates the degree of involvement of the students in different in-class activities and the product indicates solutions to the given ethical problems. The process assessment methods include peer assessment, teacher observation and e-portfolios

Whereas the product assessment methods include oral or written responses for ethical issues.

Reflections

After executing the plan a reflection should be done so as to evaluate the process. The teacher-designers should need to reflect upon their learning experiences of the ethics integration. This may focus on the appropriateness of the out-of-class activities and in-class activities, possible improvement and suggestions for the students in different contexts. Some of the points to be reflected can be:

- Are the major ethical issues addressed?
- Are appropriate activities planned towards achieving the objectives?
- Are appropriate student assessment methods adopted?
- How can the use or integration of ethics in the topic be improved?

A Sample Ethics Integration Plan

Subject: Science	Student level: Elementary (Standard VIII)
Topic: Conservation of plants and animals	Duration: Two periods of 45 minutes each
Ethics Focus Questions	Is it justified to cut trees in India to meet the ever-increasing demand in factories and for shelter? What are the consequences? Who/ what is affected? What are the benefits? What are the harms? What are the alternatives instead? Does saving trees make us better people? Why or why not?



Learning Intentions	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Visually describe the present situation of forests in India. 2. State the consequences of cutting trees in India for the next 20 years. 3. Identify the range of stakeholders affected by conservation efforts. 4. Present in the class solutions to prevent deforestation in India using Power point. 5. Students virtues can be developed through ethical thinking like care, generosity and valuing natural environment.
	<ol style="list-style-type: none"> 1. Internet browser for searching information 2. Communication tools: email or any LMS
In-class Activities	<p>One period: The lesson starts with media analysis on the information gathered by students. A small group discussion and brainstorming session follows where students share their critical thinking on the consequences and solutions.</p> <p>Another period: They present solutions via group PowerPoint presentations in the following week.</p>
Student Assessment	<p>Students will be assessed on:</p> <ol style="list-style-type: none"> 1. The quality of explanations set forth for their argument. 2. The number of examples given to substantiate their ideas. 3. Peer discussions. 4. The quantity of clarification and creative thinking. 5. The PowerPoint presentation. 6. The practicality and effectiveness of their suggested solutions.
Reflections and Suggestions	<p>The teacher may showcase exemplary works in future classroom for discussion.</p>



Challenges

Integrating ethics in a school education is a challenging task especially regarding explicit approaches that promote ethics education. Moreover the time demands of the curriculum and a lack of sensitivity to moral maturity contributes it all the more. Also ethics education in a multicultural country like India makes it more sophisticated. One of the major challenges for the teachers and the educators is the lack of specific knowledge about values and ethics and competencies to tackle them in the classroom. Also these teachers are overburdened with pressures towards effective learning outcomes, working schedule inflexibility, lack of learning opportunities, new topics in subjects and increasing number of students. All this may decrease the willingness to actively adopt ethics integration model in the curriculum. So a mid way path must be created so that the teachers are not overwhelmed and the students are benefited with ethics education at the same time.

Conclusion

Our students are our future. So efforts must be done to inculcate in them the values of ethics to make this world a better place to live in. Education just for the promotion of cognitive faculty is the under utilization of its potential. Thus education should be utilized to bring holistic development of the students.

We should help our students to become more civilized human. Our valuable efforts should not develop educated monsters. Reading, writing, arithmetic is only important when they help our children to become more human and responsible citizens.

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INCORPORATION OF ETHICAL EDUCATION IN THE CURRICULUM: NEED OF AN HOUR

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Abstract

Ethical education in terms of common people's way of defining it is what is right & what is wrong. It refers to the term morality as well, which means what is good or bad. In today's scenario it is very important to incorporate ethical education in the curriculum from school education to University education as well as at the research level. In the curriculum values are taught to the children but along with that there are few more things which the child must be exposed to. As the child progresses from school education to University education this component of values is also missing. So, this must be incorporated in the curriculum. It should not be specific to the Profession which the student is undergoing but along with that it the student should be able to apply it in the general terms also. For e.g.: Saving the life of the patient should be taught as an ethical duty to Doctors but also to all other students, if there is an accident on the road it is the duty of the individual to take the person to the hospital and save his life. Such kind of education is the need of the hour. Serving humanity should be the prime aim of ethical education in the curriculum. This paper attempts to incorporate the reasons and different strategies through which it can be taught to the students at different level.

Keywords: *Ethical Education, Curriculum, University Education, Serving Humanity, Interdisciplinary approach, Collaboration, Case studies, Innovative teaching learning strategies*



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In the school level it can be incorporated through teaching of certain values & through giving examples, at university education level it can be incorporated as an Interdisciplinary approach i.e. collaborating with the subject & it can be implemented by giving different situations, case studies & different innovative teaching learning strategies. This paper will be helpful for curriculum developers, policy makers in the incorporation of ethical contents in the curriculum Also, the research scholars should be exposed to ethics in research through which they will also understand the point of view from which they can do their research.

Ethical Education: In the curriculum ethical education is introduced in two forms i.e. Traditional character education & rational moral education.

- 1) Traditional rational education means the inculcation of virtuous traits of character as the proper aim of education. This is concerned with development of right character among the students



- 2) Rational moral education seeks to facilitate the development of autonomous moral judgment and the ability to resolve disputes. This is concerned with the development of reasoning & autonomy.

Another approach to ethical education is integrative approach which was initiated during the Minnesota community voices & Character education project 1998-2002.

It is a new way to look at the character & character Education. We need to develop ethical sensitivity skills among the students these skills include:

- Notice the need for ethical action
- Feel empathy
- Put yourself in the other person's shoes
- Imagine possibilities
- Determine your role

The curriculum should also incorporate how good character can be nurtured in the schools among the students:

There are a few ways in which this can be done. It is as follows:

- Set up well structured environment that foster appropriate ethical behavior
- Teach for ethical expertise
- Strong links with the society has to be fostered to build collaborative & democratic citizenship
- Self-regulation has to be fostered among students & community members.

The curriculum should include activities for the above points so that these major things can reach to the students through the classroom teaching & activities.

In this today's era of globalization where we all are interconnected with each other we all must incorporate & develop amongst ourselves this ethical education. We all are social beings so we will always be dependent on others for our needs and therefore we should always imbibe in ourselves caring for others. These qualities have to be developed among the students through activities. An integrative approach for ethical education has to be addressed in most of the school subjects.

The following approaches to ethical education can be introduced in the curriculum

Character Education: This is a very important form of education which focuses on character development, e.g. development of moral virtues, habits and other aspects of character, which then translates into morally right action

Philosophy Education: Philosophy for children (P4C) and philosophy with children (PWC) are contemporary philosophical and pedagogical disciplines, which have a common goal of developing reflective, critical thinking in children and developing their argumentative skills. Philosophy for children didn't just emerge in one day but it emerged from the 2 great thinkers John Dewey & Vygotsky who emphasized the necessity to teach for thinking & not just for memorizing. Children must be taught concept formation; reasoning & this can be done through various pedagogy.

Critical thinking: Critical thinking means the children should not blindly accept the facts but they have to find out the logics behind it & also develop an in-depth understanding of the content. They should analyze the situations & then react accordingly so it is very necessary to develop this factor among the students.

Citizenship Education: Citizenship education is primarily focused on development and promotion of active citizenship, i.e. encouraging individuals to play a better part in democratic society. "Pupils are expected to learn in three areas: knowledge and understanding about becoming informed citizens; developing the skills of enquiry and communication; developing skills of participation and responsible action" (Davies et al. 2005, 342).

Teaching Ethics: It refers to ideals, values & morals related to teaching profession. As the students always imitate their teachers it is the teaching ethics which needs to be developed first. It includes the knowledge of teacher's basic responsibilities, duties & qualification towards their profession.

Psychology as a subject can also be introduced in the school curriculum because it offers certain theories which holds their base in psychology like

- Piaget's Theory of development
- Kohlberg's theory of moral development
- Erickson's theory of Psychosocial development

All these theories will also help in the development of ethics among the students.



This will help the students when they grow in their later stages. They will avoid the practices of eve teasing, bullying & develop a sense of respect for each other. As it is observed that when children go to pursue their higher education it becomes difficult for them to adjust with each other & due to this kind of peer pressure etc they also sacrifice their lives by committing suicide. So this has to be avoided. Ethics is also playing a Major role in research. Now every department must have a research ethics committee through whom the topic of research will be approved. This is to not harm the feelings of any person who is living or dead to respect each & every individual & his feeling. It is to maintain the confidentiality of the data & also of the individual.

Conclusion: Thus introduction of ethical education in the curriculum is a need of the hour and for the development of value system in the society & amongst the students it is necessary that the policy makers take serious measures for the introduction of ethical education in the curriculum.

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ETHICAL EDUCATION: FRAMING QUESTIONS THAT MATTERS

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Abstract

The paper intends to address the scope of providing ethical education with the help of right type of questions framed by teachers. Questioning is the most influential tool the teachers possess. The present scenario of education system is not focused on what teachers know, but rather more on what they can provide. Though, it is appropriate to ask questions to address all levels of cognitive domain, there is a dearth of questions that focus on ethical development of students in our classrooms. Present study showcases need to enhance professional practice and improve teacher quality, by preparing and equipping teachers with techniques of framing right kind of questions that lead to right type of decision making. Framing right questions on complex ethical issues in the classroom will train students in ethical decision making.

Keywords: *Questioning, Ethical Education*



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Ethical Education: Framing Questions that Matters

Education is, essentially, a value-laden activity concerned with the development of complete human being. Values are vital to the process of education. They are not just accessories or accompaniments. It is a process of bringing about changes in the way one thinks, feels and acts in accordance with one's concept of the good life. As Karron G. Lewis (2007) states "Education today aims at the creation of a rational being".

A rational being does not merely possess an effective memory; he must be able to think rationally, must be active in seeking resolution to problems in more fair and caring ways and can take better decisions.

And for that questions should play a central role in the learning process. Questioning by teachers or students remained an integral part of the process of education for centuries. Further, it is imperative for an effective teacher to be a skilled questioner. Raising a question is a necessitated aspect in the process of teaching and learning. We may find a variety of questions for asserting, convincing, contesting, confirming, commanding, controlling, demanding, explaining, motivating, pleading, probing, provoking, articulating, evaluating etc. One way questioning is an instrument that bridges the gap between the enabling known and unknown. Questions fuel and drive our thinking, in a way, our life.



Questioning and Education

Questioning has a long and revered history as an educational strategy. And indeed, the Socratic method of using questions and answers to challenge assumptions, expose contradictions, and lead to new knowledge and wisdom is an undeniably powerful teaching approach. Aschner (1961) called the teacher “a professional question maker”. Socratic approach in unveiling

Knowledge remained supported by the stimulation of questioning. **Cotton (1988) finds that classroom teachers spend anywhere from thirty-five to fifty percent of their instructional time conducting questioning sessions.**

This may seem as remarkable statistic. But are the teachers using relevant, varied and thought provoking questions? Although questions are widely used and serve many functions, teachers tend to overuse factual or memory-based questions and have mostly ignored questions that may stimulate their conscious and their value set up.

Essentially, the goal of questioning used during teaching learning process is not only to determine whether students have learned something, but rather to guide students and help them learn necessary attitude and values. These questions serve the purpose by helping students to analyze and reflect on information for taking right step towards ethical decision making.

Using questioning appropriately facilitates the learning process by requiring the student to participate in the process of decision making and to achieve better by acquiring deep, elaborate understanding of the content and the embedded value. Teachers need to understand the variations that are possible in questioning. Further, how a question impacts and what is the objective of the teacher in framing a particular type of question and using it at a particular time or occasion.

Framing Questions That Matters for Ethical Education

Question Framing deals with the skill of articulating the question. It comprises of the way a question is designed, planned and pronounced. A well framed question along with referring to core ideas of the topic also contains the ability to engage a heterogeneous group of learners provoke and sustain inquiry and interest among them. Further, question address conceptual or philosophical foundations and inspire vital, creative and ongoing thinking.

As Shakespeare's King Lear said, "Nothing will come of nothing." In the absence of purpose related clarity teachers may fail in framing meaningful, appropriate, objective based



questions. Historically, the researches and general teacher education literature have supported the positive influence of teachers' questions and questioning skills on student participation, thinking, learning and attitude building.

Watson, Lani (2015) observes: "What we ask, how we ask and where, when, and who we ask determines a large proportion of what we come to know about our world and the people that we share it with. That's why questioning matters."

Questioning is a device through which students can organize their thinking to achieve learning objectives. If a teacher utilizes questions effectively, students will discover that the question is a very valuable learning tool. Ethics seeks to address questions such as how a moral outcome can be achieved in specified conditions. On surface level, the knowledge question, as generally used by the teachers and the questions related to value inculcation may look similar but the difference is quite striking.

The difference doesn't lie in the structure but in purpose, impact and outcome. Ethical education cannot be a meager attempt at teaching children values by preaching.

As this, by itself, serves a very limited purpose and has minimum impact on students' concept of what is right or wrong. Indian mythology and history presents the glorious saga of such virtuous heroes like Rama, Krishna, King Harishchandra, King Ashoka, Mohandas Karamchand Gandhi, reformer

Ambedkar and many more. Even Panchatantra and Hitopadesh stories lay emphasis on the need for personal values to lead ideal life. But just teaching and preaching about all these may not help a child in imbibing required values. Whereas, the ethical questions have deep impact on their way of looking at the situation or scenario at the same time their own understanding of right and wrong.

Aptly framed questions lead the students towards crystallization of their values. These questions help in gaining better understanding why it is essential to make the judgments on ethical ground. The series of such questions leading to their decision making can help students develop their ability to break arguments into parts and to articulate why they agree or disagree with certain parts, what is ethically right and what is not. As teachers, it may not be our prime duty to provide students with all the answers about right and wrong. But we can raise questions framing them significantly, to offer instrument to help students in constructing their own answers about right and wrong.



Day to day classroom education has greater scope of weaving in questions with ethical dimension. “He hit me intentionally.” “He stole my book” “She is not following the rules.” Moral issues like hitting, stealing, ragging and malicious teasing, for instance, and many more issues of right and wrong conduct come up in classrooms all the time, and it can be dealt with greater expertise by framing questions that lead to conflict resolution and lead to justice and fairness. Moral questions can also be framed while teaching subjects like history, science, language and literature, arts and physical education. Some topics or issues like industrialization, racism, World War I and II, terrorism, colonization, nuclear power, mercy killing can be dealt by teachers effectively by using questioning.

Positive encouragement enables even students to think and raise suitable questions for crystallizing their ethical stance. One can thus note the significance of appropriate questioning for enhancing ethical perspective.

It will be possible, if every teacher aim not only to strengthen students’ cognitive abilities but to reinforce their hearts, polish their skills and help them crystallize their ethical base. Teachers need to aspire to help students in clarifying their values so that they can make wise choices. Schools will become the training grounds for students who will be better-adjusted, tolerant, and value centric human beings.

Teachers’ ability of framing questions that stimulate and train students for ethical decision making may not be an instantaneous event. It needs to be backed up by professional guidance and training sessions.

Conclusion:

Today, though, a growing awareness of the impact of teachers' use of questions appears to be developing, hardly any specific steps are taken in that direction. Though the teachers are overburdened with the constraints of curriculum, teachers have to find time to explore the questions, the way they are asked and answered. Proper awareness of using questions for imbibing ethical education needs to be made to teachers as well as students. Appropriate training program on question framing ability can be considered for teachers to fortify their skill of using question that lead to ethical decision making. Steps taken in this direction will certainly make Education an Ethical Endeavour.

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INNOVATIVE PRACTICES: ETHICAL GUIDELINES IN CURRICULUM

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Abstract

One of the most controversial themes in the contemporary education policy is curriculum development. The increasing impact on globalisation on one hand and the growing regional, class, caste and other gender identities on the other have radically changed our thinking about the nature of education and its fundamental construct. Nowadays the modern curriculum has opened up new debates and discussions revolving around various curricular practices in educations.

In this article a craft knowledge perspective is adopted which relates teachers conception and belief to their teaching practice acknowledging contextual and cultural aspects. The paper reviews aspects of curriculum development in ethical education using innovative practices in ICSE board for Grade IX, Geography subject, topic pollution as Crossover learning, Learning by doing science (with remote labs), contextual learning, brainstorming, Real –world learning. Therefore the need for transformation of the curriculum becomes necessary. The paper submits recommendation on further enhanced strategies and innovative practices for curriculum development in ethical education.

Keywords: *Contemporary education, crossover learning, learning by doing science, contextual learning, brainstorming, real – world learning.*



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Introduction:

The word “curriculum” comes from a Latin word meaning to run a race in current use, people generally think of curriculum as “the course to be run” which implies that it is not the actual running. A curriculum can be defined as the planned educational experiences offered by a school which can take place anywhere at any time in multiple context of the school for example public schools are caring communities. The curriculum through social organisation which includes teacher and students roles pattern of students interaction, provides a setting for teacher and students roles pattern of interaction, provides a setting for academic activities that can extend or constrain the students learning opportunities .The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program.

In dictionaries, curriculum is often defined as the courses offered by a school, but it is rarely used in such a general sense in school. Curriculum refers to an interactive system of instruction and learning with specific goals, contents, strategies, measurement, and resources. The desired outcome of curriculum is successful transfer and development of knowledge,

skills, and attitudes. Originally the curriculum was considered as the product of a technical process.

Indeed, the curriculum has connection between the vision and mission of the education and everyday life in learning institution, schools, colleges and universities .

The curriculum is considered as an intangible process that also has a material expression. With regard to material expression in the narrow sense, that is the official curriculum or documents adopted by educational authorities, it could be said that these text are increasingly flexible and open to teachers' interpretation.

Concept of ethics and integrating ethical decision making among the students:

Concept of Ethics: - Ethics or moral philosophy is a branch of philosophy that involves systematizing, defending and recommending concepts of right and wrong conduct. Ethics seeks to resolve questions of human morality by defining concepts such as good and evil, right and wrong, virtue and vice, justice and crime.

Fortunately, we can take steps to enhance our ethical decision making among the students by following the below steps:

- Active listening and role playing
- Imagining other perspectives
- Stepping back from a situation to determine whether it has moral implications
- Using moral terminology to discuss problems and issues
- Avoiding euphemisms
- Refusing to excuse misbehavior
- Accepting personal responsibility

Practicing humility and openness to other points of view

Significance of ethical education in the curriculum in the context of present scenario:

- To improve the integral growth of human beings.
- To increase awareness about our national history our cultural heritage, and environment.
- Social values like love, compassion, tolerance, justice needs to be included into the curriculum in the present scenario.

Ideas of integrating innovative practices:

Brainstorming

For Example in ICSE board Grade IX for subject Geography to teach symptoms of polluted water which can be developed in the curriculum by incorporating innovative practices like



brainstorming.

- Make time for brainstorming sessions in your classroom. These sessions are a great way to get the creative juices flowing.

- When you have multiple brains focusing on a single idea, you are sure to get numerous ideas

and also involve every student will understand the topic better.

- The students will also learn the symptoms of polluted water and learn values to avoid the symptoms which affect the environment.

Real world learning

To teach about air pollution in standard IX, ICSE board curriculum which can be developed by using real world learning which is one of the innovative practice.

Example:- Invite guest speakers to talk about air pollution (prevention and control) Pollution Act, 1981. Through the above example, the students will learn ethical values like protecting their environment.

Content	Specific Learning Objectives	Activities/ Strategies	Evaluation	Ethical integration
<p>TOPIC1: Causes of soil pollution Deforestation.</p>	<p>Students will be able to :</p> <p>Know the preventive measures.</p> <p>Know the latest news related to the topic and its effect on the environment</p> <p>Learn ethical values like SAVE TREES SAVE LIFE</p>	<p>Active learning: Peer discussion in groups Role Play Welcome New Ideas.</p>	<p>Crossover learning , Learning by doing science(with remote labs) , context based learning, brainstorming, Real –world learning</p>	<p>Debates on Deforestation effects on the environment. Reviewing latest news articles to know more about the topic and its effect on environment and Prevent the pollution at an individual level</p>
<p>TOPIC 2: Symptoms of polluted water.</p>	<p>Students will be able to: Know the problems related to pollution.</p>	<p>Make time for brainstorming sessions in your</p>	<p>Crossover learning , , context based learning, brainstorming, Real –world learning</p>	<p>Debates can be conducted. Welcome new ideas</p>



	Learn values to be responsible.	classroom. these session are a great way to make the creative juices flowing		Page 33
TOPIC 3: Air pollution	Students will be able to: Learn that environment plays an important role in our life. Learn the possible impacts of air pollution. Learn ethical values like Carpooling i.e use one car when travelling at the same location instead of taking two different cars.	Use real-world learning. Invite a guest speaker to talk about air pollution and the measures to prevent air pollution.	Learning by doing science(with remote labs) , context based learning, brainstorming, Real –world learning	Interactive session can be conducted to know the various preventive measures.

Note: existing syllabus for Grade IX is considered in a simulated situation to showcase the curriculum design integrating ethical education using innovative practices.

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ETHICS IN TEACHING PROFESSION

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Abstract

Ethics plays an important role in an individuals life. Nowadays, the society is becoming more corrupted and going generation are involved in many unethical activities. A family is a must important factor to developed the ethical values among the children. But also the second most important person is teacher. Teacher plays an important role to shape up the life of the children. A teacher can raise ethical values in the student. This paper focuses on ethics and how it is related to the teaching profession and recommend code of ethics for the teachers.

Keywords: *Ethics, Code of ethics, Teaching profession.*



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Introduction

Teaching- the noblest of all professions in the world. Teachers create good quality in human resources, good personalities and responsible citizens. Teacher not only deals with the students but also with the society, parents, higher authorities people. Teacher inculcate ethical values among the students. They teach them the difference between good and bad things. A teacher can be a role model. Therefore, a teacher should follow code of ethics as it gives us boundaries which are not supposed to cross in professional careers. Ethics reflect teachers behaviour how they display in front of the students and society.

The word ethics is derived from the Greek word „Ethos“ (meaning „custom“ or „habit“). Ethics means character. Human character shows how ethical he/she is in nature. In this context it becomes inevitable, to have the code of conduct for teachers as they are the makers of the future generation.

- The discipline of dealing with what is good and bad and with moral duty and obligation
- A set of moral principles or values

Ethics

Ethics is the moral fiber that you carry and represent on a consistent day to day basis. Ethics in more detail deals with what is good or bad behavior. It is the branch of knowledge that deals with the moral principles.



It is also called as moral philosophy, the term is also applied to any system or theory of moral values or principles. Most of us would agree that it is ethics in practice that make sense, just having it carefully drafted and redrafted in books may not serve them purpose.

Of course all of us want to be fair, clean and beneficial to the society. For that to happen, any organization needs to be abide by ethics or rule of law, engage themselves in fair practices and competition, all of which will benefit the people, the society and organization. Professional ethics deals with code of ethics one follow in his/her professional life. One should follow norms, rules and regulation in the professional field. They should have Honesty, Respectfulness, Obedience to the law. A person can be called as professional based on the standards of education, training, knowledge and skills . It is an continuous process, it is like reviewing behavior against constantly changing standards.

Ethics and Teaching Profession:

In the teaching field, teachers have a lot of work to do and ethics is one of them. It is the duty of the teacher to inculcate ethics and moral values in the students. There are four norms which governs in teaching;

- Be honest with your work.
- Keeping promise towards his/her institute by fulfilling the promises made in the beginning of the semester.
- Respect for persons- towards their colleagues, students, parents, higher authorities.
- Fairness- a teacher should not be biased in nature.

Present paper attempted to

- to identify code of ethics in teaching profession.
- to understand how much importance is given to ethics in teaching.

The information is collected through secondary data. Use of websites, Journals, Articles are been their.

Code of Ethics in Teaching Profession:

Code of ethics in teaching profession guidelines the framework of principles which obligate towards their students, parents, society, colleagues. A teacher should recognize that every child has the right to education. Should establish healthy relation towards their students, society, parents, community etc.



Responsibilities towards students-

- Providing quality of learning
- Recognizing and enhancing each student's potential.
- Making them better future citizens.
- To make fair judgement.

Responsibilities towards parent/guardian and society-

Respecting every families background.

- Informing the parents about their growth and interest.
- Developing the feeling of values and patriotism in students.
- Supporting the society by providing social service.

Responsibilities towards the colleagues-

- Having mutual respect and openness with the colleagues and building an atmosphere of trust.
- Encouraging any newcomers and supporting them.

Ethics in Teaching Professional

Teaching is a very noble job. We say that if a person is educated he/she display civilized behaviours. a teacher gets a position in this profession he/she must follow the code of ethics Similarly ethics also play an important role in an individual life. Ethics influences the behaviour therefore in every field ethics is important. Life becomes difficult without ethics. Ethics in education is an essential part as it makes the student good citizen. It enhances the good qualities. A good teacher makes the students understand what is good and bad. That's why in education ethical activities have been introduced like doing charity work, social work etc. While teaching also ethical values such as honesty, integrity, trust. A teacher should teach the students moral values and ethical values should reflect in curriculum. Hence for ethics is important in the teaching profession.

Conclusion

In this paper ethical values in teaching profession is been seen. A teacher is abide to follow code of ethics in his/her profession. Every teacher should show an equal level of dignity to every person as an individual starting with their first students. It shows how teacher carries responsibilities towards many groups of people like students, colleagues, society. It is very important in education to introduces the ethics in curriculum so that the students will get to know about the responsibilities which every individuals own in their life. Teacher of all



level of education should ensure the cognitive, intellectual and moral principles of their students and show them appropriate respect and appreciation.

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A CONCEPTUAL FRAMEWORK OF INTERDISCIPLINARY CURRICULUM DESIGN FOR PRIMARY EDUCATION LINKED WITH ETHICAL EDUCATION

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Abstract

In recent years, ethics has occupied an important place in the educational field. Student's participation in moral building activities & inculcating ethical values by interactive and innovative sessions is at the heart of ethical education. This paper discusses the theoretical aspects of the concept and suggests that primary schools can teach the „Learn Together curriculum" by Moral and Spiritual Development, Equality, Justice & Belief Systems & by interrelating with the general science curriculum. Researcher collected the data by critically analyzed the textbook of general science of std. VI, Maharashtra state board, Pune, by considering three main areas of the curriculum as; Living World, Natural Resources & Disaster management and substances . Conclusions have been drawn from the deep and critical study of the curriculum, personal experiences and related works to incorporate an ethical code of conduct in the domain of educational research. Researcher found that inculcating ethics at such a tender age would be highly beneficial.

Keywords: *ethics, curriculum framework.*



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Introduction:

The family system in India has a long tradition of imparting value education but with the progress of modernity and their fast changing role, it has not been very easy for the parents to impart ethics to their children.

Ethics is not about being part of any culture; it's about being human. Ethics gives us practicality to shift right from wrong through the way of communion, bonded with love, compassion and sympathy. It is necessary to take steps to properly nurture children in the right direction at an early age. Ethics in education are applicable on both the instructors as well as the students. While it's the teacher's job to make the students aware about these ethics.

Aims:

- To study the ethics in the curriculum of primary education
- To make aware about the ethics in the curriculum of primary education

Objectives:

- To provide realistic and broad understanding of ethical values and educate students to become responsible citizens in their personal and social life.



- To develop and promote the values such as Equality, Justice truth, nonviolence and peace
- To develop the spirit of scientific inquiry and scientific temper and capacity for original and independent thinking.
- To offer science education conducive to the development of physical, intellectual, moral, social, spiritual and economic aspects of life.
- To raise awareness of the ethical issues
- To identify possible responses and to evaluate them

Operational Definitions:

Interdisciplinary Curriculum Design : is a method used to teach by bringing together General Science Subject around ethical issues.

Primary education :General science subject of std. VI, Maharashtra state board, Pune, Two main areas in which interdisciplinary approach is applied to the related curriculum with ethical values.

Sr. No	Area	Unit	value	Goal	Classroom strategy	Evaluation
1.	Living World	<p><u>Components of surroundings</u> Classification of living things haracteristics of living things Plants & animals</p>	Environmental ethics Right to live.	<p>*To consider the fact that even plants and animals are a part of our lives. They are an integral part of the environment and hence cannot be denied their right to live. *To be considered as entities with the right to co-exist with human beings. Guest speakers.</p>	<p>* Teacher can tell a true story or presents a scenario and students discuss the ethics involved, * Stories of Organizing campaigns on save animals * Dramatization activities like performing plays, dramas, caring animals and human beings. Reading an article together with</p>	<ul style="list-style-type: none"> • both formative and summative evaluation • open-ended questions • MCQ • self-assessment and • Page 40 • peer-assessment • roject



					new/difficult science concepts. Involves lots of discussion and clarification of ideas. Could be done in small groups or as a whole class.	
2.	Natural Resources & Disaster management	<p>Uses of Air, water & land</p> <ul style="list-style-type: none"> • Use of natural resources <p>Disasters- man made/ Natural</p>	Resource conservation	<p>* To understand the value of each natural element and then need to conserve those resources.</p> <p>*To use them throughout our lifetime and also save them for our future generations.</p> <p>*To start saving water by doing so to a healthy and resourceful planet.</p>	<p>Imaginary examples of what the consequences might be in a particular situation.</p> <p>: Read and discuss a media article related to the issue.</p>	<ul style="list-style-type: none"> • both formative and summative evaluation open-ended questions MCQ self-assessment and peer-assessment Project

A range of classroom activities can be used to facilitate the development of students’ ethical thinking skills.



3.	Substances	Characteristics of substances Metals Production of paper, rubber & synthetic yarn	Use paper wisely.	To save trees from being cut down by using less paper	ask to Reuse notebooks until the end and save empty pages Students discuss these concepts for scientific accuracy. – writing scaffolds students use to express their views.	both formative and summative evaluation open-ended questions MCQ self-assessment and peer-assessment Project
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Significance of the study :

The purpose of the present study was to give an overview of the current primary education curriculum. This study shall assist the teachers, parents and educational institutions by providing suggestions to help identify the areas of the curriculum that need to inculcate ethics and maintain good balance between favorable and unfavorable conditions in the life of an individual.

The critical study intends to impart appropriate ethical values that contribute to the environmental balance. This study shall hopefully provide the pros and cons of human activities in the environment. Besides this study highlights the relationship between primary education curriculum and ethical values in order to instill ethical education for students that can help the organization achieve its goal.

Conclusion:

Ethical education covers a wide range of perspectives, values, beliefs and attitudes. Primary teachers can teach the general science subject by inculcating Ethics and plan for specific learning outcomes. The classroom environment is one in which students can share their views and listen to one another with respect. It can be helpful for the teacher to provide appropriate frameworks that help students to share ideas & detect bias and justify their decisions.



Consequently, it is essential to follow a rational curriculum design that uses the overall expected learning outcomes to align the delivered curriculum accordingly. It is, therefore, important that an appropriate curriculum design is chosen for the particular circumstances of the given unit. Although interdisciplinary teaching is considered an important aspect in furthering our understanding of the ethical education, the interdisciplinary skill is required to ensure future progress in our understanding of the subject and ethics.

Researcher suggests a framework to help teachers, students and parents make ethical decisions about Consequences, benefits and risks, rights and responsibilities of an individual. It provides a template that can be used to introduce students to ethical approaches and help support the process of deliberation and justification. Teachers can also customize this tool to suit particular classroom topics

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HYPERLINK

DEVELOPING CURRICULUM FOR NAITALIM- INTEGRATING ETHICAL EDUCATION

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Abstract

Education needs to focus on all round development and it is best obtained through experiences. Education proves to be effective when it helps in capacity building and not mere gaining bookish knowledge in cogitation. NaiTalim or basic education is a principle promoted by Mahatma Gandhi which states that knowledge and work are not separate and the focus should be on lifelong character of education, social character and its form as a holistic process. In order to form characters and build in capacities through education, the education should focus on values, ethics, ideal citizenship, gaining knowledge through physical experiences. This paper basically aims to highlight and put into practice the ideas given by Gandhiji on Experiential learning in the form of "NaiTalim". This paper also focuses on developing curriculum by integrating ethical education that will lead to developing civic character among individuals, virtues like cooperation, self-discipline, being self-reliant, developing core competencies related to social justice and leadership. This paper also aims at providing a sample of B.Ed curriculum with activities catering to Ethical decision making and linking education to an individual's life which will make him persistent enough to manage in difficult situations.

Keywords: *-NaiTalim, capacity building, decision making*



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Introduction

“Live as if you were to die tomorrow. Learn as if you were to live forever.”

— **Mahatma Gandhi**

Gandhiji's above quote can change one's life as it clearly indicates that life is something one lives to the fullness and learn throughout it. Being afraid to live and learn in life is not something a person should be doing. He allowed people to pretend that there is no tomorrow and that one should do what he/she always wanted in life and living forever is the opportunity to learn throughout the years they live. Marjorie Sykes had written a book “The story of NaiTalim : fifty years of education at Sevagram” in which she gives a panoramic She focuses on the fact that NaiTalim, as conceived by Mahatma Gandhi, is an integral part of his own vision of a "good society"; of the "India of his dreams". His "basic national education" of 1937 was planned as the basic preparation of Indian children for sharing in a national society which itself aims at basing every aspect of its life, social, economic, political, cultural, on



truth and on non-violence - in other words, at a new social order totally different from the existing one¹ Gandhiji laid a lot of emphasis on practical knowledge more than learning from books. He wanted all students to learn craft so that they would become self-sufficient & can develop a sense of dignity for labor. This, he believed, would lead to the development of the body, mind & soul.

NaiTalim is a principle which states that knowledge and work are not separate. Mahatma Gandhi promoted an educational curriculum with the same name based on this pedagogical principle. It can be understood by the phrase 'Basic Education for all'. The three pillars of Gandhi's pedagogy were its focus on the lifelong character of education, its social character and its form as a holistic process. For Gandhiji, education is 'the moral development of the person', a process that is by definition 'lifelong'. Gandhiji's model of education was directed toward his alternative vision of the social order: "Gandhiji's basic education was, therefore, an embodiment of his perception of an ideal society consisting of small, self-reliant communities with his ideal citizen being an industrious, self-respecting and generous individual living in a small cooperative community. NaiTalim also envisaged a different role for the new teacher, not simply as a professional constrained by curricula and abstract standards, but rather as a person relating directly to the student in the form of a dialogue: "A teacher who establishes rapport with the students, becomes one with them, learns more from them than he teaches them. He who learns nothing from his disciples is, in my opinion, worthless. "The crux of NaiTalim lay in overcoming distinctions between learning and teaching, and knowledge and work."² "The principal idea is to impart the whole education of the body, mind and soul through the handicraft that is taught to the children." (Mahatma Gandhi).

Education needs to concentrate on all-round improvement and it is best acquired through understanding. Training is viable when it is executed through work and not just through books and deliberation. For genuine character-building instruction, the spotlight should be on qualities, morals and perfect citizenship. Instructions should be focusing on peacefulness. Focus is additionally required on culture, expressions, music, sports and dance which are the reason for the improvement of innovativeness, creative ability and serene living with amicability. Educational planning needs to be undertaken with rural Indian masses in mind. Community is a part of every school and the community's engagement in terms of owning and managing of schools needs to be focused and promoted. Naitalim is a philosophy of



learning and living. It is a call for decolonizing our minds as it holds open our notions of progress, success, freedom, happiness and well-being for critical interrogation. The attempt of NaiTalim is to achieve a harmonious development of head, heart, and hand, based on sound moral principles. True education should give a practical knowledge. One of the basic ideas of NaiTalim is that, education is child-centric, inter-related to the swabhava of the child, particularly the Basic and Primary education. The child is not burdened with the idea of learning and education. Gandhiji was experimenting and designing an education process to make masters, not servants!

In his pattern of learning systems, there is a correlation with the environment and that is how knowledge connectivity will be more realistic.

In the NaiTalim pattern of education, schools should not be a burden on the State. The job of the State will be that of an impetus, to make a pool of ability in the field of training to go about as a guide and reference. The recurring expenses of the school should be met from the work and produce of the school.³ Gandhi strongly holds that education is not end in itself but it is the most powerful weapon which creates all persons of genuine characters. True education is life process which helps in cultivating the spirit of co-operation, tolerance, public spirit and a sense of responsibility. All these qualities are considered as disciplines for the development of human personality. Such disciplines can create the harmonious balance between the individuals and social aim of education which will help society to grow. His principle of „learning by doing“ tries to stimulate the individual’s mind to think creatively, independently and critically. Gandhiji also maintains that education is essential for the attainment of the goal of peace. It can be attained only through morality and ethics. From the ethical perspective, education may be considered as a means of attainment of salvation. Gandhiji right from his earlier stage considered that non-violence is an indivisible, important and essential part of education. We cannot separate education from ethics, morality and spiritualism. Gandhiji emphasized on morality and righteousness to be considered as an essential part of the education, which can help build capacities to right thinking, self-control, service to the society, respect to others and constant awareness for their duties and responsibilities.

Today, the world is suffering from immense crisis from many sides . Violations, strife, contempt and doubt between one network and another, hunger, joblessness, neediness and proficiency, scarcity of assets and contamination of condition, deforestation and



desertification, swelling number of vagrants and outcasts, ethnic and sub-national savagery, terrorism etc. All these out and out make a grave peril to harmony. In our present day society also we are facing so many conflicts. One of them is based on our knowledge which has been separated from work-ethics. Hence education plays an important role which helps to equip individuals with the skills and attitudes that are necessary in order to adapt in changing situations and to add the creative spirit in the task of social change. „Work and knowledge should go together“ is the Gandhian principle of education⁴ The educational systems try to develop the individual soul and mind, courage and self-reliance, cultivate the highest intellectual, scientific, moral and ethical accomplishments which will help an individual to make an attempt to explore different beliefs, consider ethical dilemmas and indulge in ethical decision making."An education which does not teach us to discriminate between good and bad, to assimilate the one and avoid the other, is a misnomer."(Mahatma Gandhi).

Hence curriculum should be designed in such a way that it strengthens the power of sound decision making in an individual which not only benefits him /her but also proves beneficial to the entire society or the nation as well. The main focus of this paper is to present a suggestive sample curriculum which not only develops set of cognitive, social, affective competencies but also helps them solve problems and deal with unexpected or crisis situations.

This suggestive curriculum is proposed in the book of “Experiential Learning Gandhiji's NaiTalim” by Mahatma Gandhi National Council of Rural Education by Dr W G Prasanna Kumar Chairman, MGNCRE. There is a hard and fast endeavor to develop abilities among youngsters the whole way across the country. It is also realized that execution skills and manual skills are very much needed in the younger generation. Unlike the other forms of education, teacher education has a variety of objectives that makes it a unique and a practicing profession to be pursued with intensive involvement with local communities apart from the students. Imparting adequate knowledge on the subject matter, equipping the prospective teachers with pedagogic skills, enabling the teacher to acquire understanding of child psychology, developing proper attitudes towards teaching, enabling teachers to make use of proper instructional facilities, enabling the teachers to understand the significance of individual child differences and take appropriate steps for their optimum development and development of children“s ability to provide satisfaction to the parents are some of the major

objectives of teacher education. This is facilitated by local community engagement and orientation in local community engagement.⁵

Curriculum Design

1. Objectives
2. Module development
3. Methodology
4. Assessment
5. Outcome

Objectives

The following objectives have been framed for the proposed work education, NaiTalim and experiential curriculum through local community engagement for teacher education.

1. Understand the concept of local community engagement in teacher education
2. Understand the context of the child from various backgrounds & occupations.
3. Know the school education programs and policies which have local community engagement aspects.
4. Learn the process of connecting the text with the Child/learner within the local Context
5. Distinguish traditional from constructivist approaches of local community engagement
6. Train in usage of dialogic method of community engagement
7. Train in usage of organic intellectual approach for local community engagement
8. Experiential learning of best practices in community engagement
9. Participate effectively in the local community service
10. Develop insights and field realities on indignity and indigenous models.
11. Understand and practice models of Tagore, Gandhi, Shyama Prasad Mukkherji for rural reconstruction
12. Explore models of art, craft for entrepreneurship for self-reliance.
13. Understand various real, community stories of children, families.
14. Discover latent talents in the traditional occupations to promote them
15. Devise contextually suitable engagement activities.
16. Promote local occupations with literacy, technology integration and research to develop entrepreneurs



Rationale

Local community engagement of teacher educator is essential as the students of teacher education are to be equipped with required skills to engage meaningfully for learning skills required for professionalization of teacher education and make it locally relevant. This process will help them to develop empathy and compassion leading to commitment to local community life. Hence, this course would make the B Ed education contextual and effective within the local community setting with due consideration for social and economic relationships. The teachers transacting the curriculum need to contextualize the subject matter and empathize with the learning context of students in their local community.

Proposed Model of Curriculum

This is designed as a two credit course per semester and comprises one credit for theory and one credit for practicum.

Suggested Curriculum for NaiTalim, Experiential Learning, Work Education through Community Engagement for Bachelor of Education Course

S.No.	Module Title: Content-Unit	Teaching/Learning - Detailed Concepts	Methodology and Field Work Practicum	No. of Classes
1	Gandhian Philosophy, Nai Talim as engaged Learning and its relevance, Community Engagement Methodology	<ul style="list-style-type: none"> Gandhiji's ideas on Education Basic tenets of Nai Talim, Contemporary relevance of Nai Talim, Work Education, Experiential Learning and community engagement vis-à-vis National Curriculum Framework (NCF-2005), NCFTE 2010 and RTE 2009. Theory of Community Engagement: School, Family and Community Partnership, Government Programs for Education Development Literacy, Gender and Generations in Learning, Nai Talim: Interaction: Different types of Shop Keepers: Floor Mill, Dry Clean, Washing and Ironing, Hair Cutting, Repairers, Scrap Dealers, Milk and other Vegetable Vendors, Drivers, Meat shops, Groceries, Hotels, Sweet shops, House Maids, Vehicle Servicing Persons, Persons in local gardening/village agriculture and occupations/ dairy, poultry, fishery, goat and sheep farmers, Gram-sevak-the village secretary and teachers 	<ul style="list-style-type: none"> Panel discussion on Gandhiji ideas on education and its relevance in present day context Readings on NCF2005, NCFTE 2010, & RTE 2009 Visit Nai Talim Schools and documentation PRA/PLA methods, Work Experience, Service Camps, Field visit, Nature Study and Gardening Participation Dialogue and Interaction Interviews Selection, use and upkeep of tools, steps, methods, processes, checklists, forms and precautions 	6
2	Nai Talim Model Village: Best practices in Community Engagement, Methods and Strategies	<ul style="list-style-type: none"> Rationale of Community Engagement Community Engagement – Methods Home-School Relations. School Management Committees (SMCs) ways and strategies for effective community involvement in school management, school improvement and school effectiveness. Roles and responsibilities of Teachers and Head Masters for community and parent 	<ul style="list-style-type: none"> Participation in SMC Meetings and Documentation Case Study of school on community engagement and conduct of SMC meetings CAS & Study of Gram Panchayat on the states and implementation of 73rd & 	6



S.No.	Module Title: Content-Unit	Teaching/Learning - Detailed Concepts	Methodology and Field Work Practicum	No. of Classes
		<ul style="list-style-type: none"> engagement in school matters. Engaged Transaction of Rural Teachers in State, National and International levels, Teachers as Community Resource Persons PRA – street, slum, village social, occupation and Resource Mapping school community relations – Venn diagrams School Education and Panchayat Raj implication of 73rd & 74th constitutional amendment for decentralized Education Management. Village level workers and their engagement in Educational and Health matters. 	<ul style="list-style-type: none"> 74th constitutional Amendment Parents education and their engagement – Report Field visits, interviews, discussion Case studies Selection, use and upkeep of tools, steps, methods, processes, checklists, forms and precautions 	
	Nai Talim, Learning Groups and Empowerment Work and Craft Education purpose and implications,	<ul style="list-style-type: none"> Experiential Learning, Establishing Village Education Interest Groups/Committees and Taking help of Self-Help Groups In Education: 1. Agricultural, Fruit, Poultry, Vegetable Produce Management and Marketing, 2. Waste Mapping, Cleanliness Drives and Composting, 3. Nursery Raising and Kitchen Gardening, 4. Water and Sanitation Facility Management, 5. Building/ Road Planning, Maintenance and Construction and 6. Other occupational operations from cradle to grave Work Education: Purpose, Social, Economic and Pedagogical values of work and craft education. Integrating Work Education School Curriculum and Pedagogic Strategies. Activities & Nature of Lessons to be included in Class-Specific Syllabus and Text Books of both Language and Non-Language subjects – Agricultural and Horticultural Operations, Gardening, Swachhta, Plantation, Nursery, School Garden, Composting, Waste Management 	<ul style="list-style-type: none"> Development of Lessons, Activities and Assessment. Criteria for Work Education and Experiential Learning, Community Service, Cleanliness in public places. Plantation Waste managed in the Institution Public facility/place usage and maintenance Observation Participation Dialogue and Interaction Interviews Selection, use and upkeep of tools, steps, methods, processes, checklists, forms and precautions 	6
	Nai Talim Traditional, Intellectual and Constructivist approaches Models to Education and learning	<ul style="list-style-type: none"> Models of Gandhi, Tagore and Shyama Prasad Mukherji, Rousseau, John Dewey. Models of Education, Approaches to learning – Constructivism, Paulo Freire Critical Pedagogy and Dialogic Method, Vygotsky Social Construction and Gramsci Organic Intellectual Approaches. Praxis, Characteristics, advantages and Disadvantages, Intellectual Approach for Practicing Community Engagement & Social Change Craft & Occupations Best models at various levels in: <ul style="list-style-type: none"> Rural Reconstruction Indian Education Service Learning 	<ul style="list-style-type: none"> Lecture, demonstrated book reading and reflections, Field visit and Observation of Nai Talim Schools. Panel Discussion with students on models and approaches, their status in the present school curriculum and pedagogy Interview, Field Mapping Field visits, mentoring, collaborating Demonstration and practice Use of tools & methods 	6
	Nai Talim Education for	<ul style="list-style-type: none"> Connecting knowledge to life outside the school. 	<ul style="list-style-type: none"> Text book review to find out, relevance if topics to 	6



S.No.	Module Title: Content-Unit	Teaching/Learning - Detailed Concepts	Methodology and Field Work Practicum	No. of Classes
		<ul style="list-style-type: none"> engagement in school matters. Engaged Transaction of Rural Teachers in State, National and International levels, Teachers as Community Resource Persons PRA – street, slum, village social, occupation and Resource Mapping school community relations – Venn diagrams School Education and Panchayat Rej implication of 73rd & 74th constitutional amendment for decentralized Education Management. Village level workers and their engagement in Educational and Health matters. 	<ul style="list-style-type: none"> 74th constitutional Amendment Parents education and their engagement – Report Field visits, interviews, discussion Case studies Selection, use and upkeep of tools, steps, methods, processes, checklists, forms and precautions 	
	Nai Talim, Learning Groups and Empowerment Work and Craft Education purpose and implications,	<ul style="list-style-type: none"> Experiential Learning. Establishing Village Education Interest Groups/Committees and Taking help of Self-Help Groups In Education: 1. Agricultural, Fruit, Poultry, Vegetable Produce Management and Marketing, 2. Waste Mapping, Cleanliness Drives and Composting, 3. Nursery Raising and Kitchen Gardening, 4. Water and Sanitation Facility Management, 5. Building/ Road Planning, Maintenance and Construction and 6. Other occupational operations from cradle to grave Work Education: Purpose, Social, Economic and Pedagogical values of work and craft education. Integrating Work Education School Curriculum and Pedagogic Strategies. Activities & Nature of Lessons to be included in Class-Specific Syllabus and Text Books of both Language and Non-Language subjects – Agricultural and Horticultural Operations, Gardening, Swachhta, Plantation, Nursery, School Garden, Composting, Waste Management 	<ul style="list-style-type: none"> Development of Lessons, Activities and Assessment. Criteria for Work Education and Experiential Learning, Community Service, Cleanliness in public places. Plantation Waste managed in the Institution Public facility/place usage and maintenance Observation Participation Dialogue and Interaction Interviews Selection, use and upkeep of tools, steps, methods, processes, checklists, forms and precautions 	6
	Nai Talim Traditional, Intellectual and Constructivist approaches Models to Education and learning	<ul style="list-style-type: none"> Models of Gandhi, Tagore and Shyama Prasad Mukherji, Rousseau, John Dewey. Models of Education, Approaches to learning – Constructivism, Paulo Freire Critical Pedagogy and Dialogic Method, Vygotsky Social Construction and Gramsci Organic Intellectual Approaches. Praxis, Characteristics, advantages and Disadvantages, Intellectual Approach for Practicing Community Engagement & Social Change Craft & Occupations Best models at various levels in: <ul style="list-style-type: none"> Rural Reconstruction Indian Education Service Learning 	<ul style="list-style-type: none"> Lecture, demonstrated book reading and reflections, Field visit and Observation of Nai Talim Schools. Panel Discussion with students on models and approaches, their status in the present school curriculum and pedagogy Interview, Field Mapping Field visits, mentoring, collaborating Demonstration and practice Use of tools & methods 	6
	Nai Talim Education for	<ul style="list-style-type: none"> Connecting knowledge to life outside the school. 	<ul style="list-style-type: none"> Text book review to find out, relevance if topics to 	6



S.No.	Module Title: Content-Unit	Teaching/Learning - Detailed Concepts	Methodology and Field Work Practicum	No. of Classes
	life and through life and its reflection in curriculum and pedagogical practices	<ul style="list-style-type: none"> • Relevance of curriculum content to the lives of children sensitization of students on global issues i.e., resource and technology availability, inequity, poverty, climate change, global warming, value crisis, food and energy crisis. • Education in nonviolent school/classroom environment, implication of above issues on curriculum and pedagogy 	<p>the life of the children – report.</p> <ul style="list-style-type: none"> • PPT on global issues and steps to address • Lecture • Panel Discussion • Case Study on happiness, pleasure and violence in school/classrooms • Use of tools & methods 	
6	Nai Talim – Education for character building and for living together happily, creatively and peacefully	<ul style="list-style-type: none"> • Humanistic approach to Education. Education for Citizenship, Character Building Values and Ethics. • Work, Play, Art, Craft, Theatre, Music in School Curriculum and the basis for creativity and social Harmony. Its implication to Development of Head, Heart & Hands • Selection, use and upkeep of tools, steps, methods, processes, checklists, forms and precautions & procedures 	<ul style="list-style-type: none"> • Panel Discussion – • PPT presentation • Field engagement • Analysis of school curriculum to support the social aims of Education • CAS & Study on practice and Art, Craft, Drama, Music and Theatre in schools 	6
7	Nai Talim and Field engagement	<ul style="list-style-type: none"> • Transect Walk, Community Service and its impact. School mentoring and facilitation. Documenting best practices in areas like Education, Storage and Marketing, Local Production and Provision of Services, Health, Agriculture, Nursery Raising as Plantation, Welfare, Waste Composting, Water Harvesting, Participation in Agricultural/Craft Operations in Village 	<ul style="list-style-type: none"> • Selection, use and upkeep of tools, steps, methods, processes, checklists, forms and precautions • Documentation of best practice pertaining to community engagement in school activities • Community Service, Survey on Literacy and out of school children • Concurrent and Term-end Field Engagement, Coaching, • Mentoring and Facilitation 	72



Practicum Details

Every Saturday for 14-16 Saturdays, students are engaged in the Rural community to take up the following activities:

1. Study of spatial distribution of various social and occupational groups in the village intensely participating in the learning of some task
2. Application of Participatory Learning and Action techniques of resource mapping and social mapping
3. Awareness program involving school community, development specialists and villagers in developing Village Development Plan.
4. Involving high school students in the activity and work based education programs in the neighborhood selected villages.

Assessment

This is a two credit course of one semester and comprises of one credit for theory and one credit for practicum with a maximum of fifty marks. It could be followed up with additional 30 days winter break internship on community engagement integrating work education and NaiTalim methodology which is an additional two credit course. The grading plan could be continuous and periodical through checking of participation and involvement and for optimal outcomes. The emphasis is to be more on the practical orientation to the students. This could also be called as Community Engagement or Work Education or NaiTalim methodology course.⁵

Integration of Ethical Education

The above suggestive curriculum is proposed by Mahatma Gandhi National Council of Rural Education by Dr W G Prasanna Kumar Chairman, MGNCRE in the book “Experiential learning Gandhiji’s NaiTalim”. The researcher is very much convinced with the pattern of the curriculum that is designed and also would like to add the component of ethical education to it with some suggestive activities like including JIM model while making students explore the content and to have debates on the ethical issues of the present time. This will enable students to develop the conflict resolution skills and rational mind for inquiry and also communication skills to apply the acquired knowledge.

Education can be called as meaningful when the concept of Naitalim, work experience, community engagement and ethical education are integrated in the curriculum with the pedagogy of both teacher education as well as the school education program.

S.No.	Module Title: Content-Unit	Teaching/Learning - Detailed Concepts	Methodology and Field Work Practicum	No. of Classes
		engagement in school matters. • Engaged Transaction of Rural Teachers in State, National and International levels, Teachers as Community Resource Persons • PRA – street, slum, village social, occupation and Resource Mapping school community relations – Venn diagrams School Education and Panchayat Raj implication of 73rd & 74th constitutional amendment for decentralized Education Management. • Village level workers and their engagement in Educational and Health matters.	74th constitutional Amendment • Parents education and their engagement – Report • Field visits, interviews, discussion • Case studies • Selection, use and upkeep of tools, steps, methods, processes, checklists, forms and precautions	
	Nai Talim, Learning Groups and Empowerment Work and Craft Education purpose and implications,	• Experiential Learning, Establishing Village Education Interest Groups/Committees and Taking help of Self-Help Groups In Education: 1. Agricultural, Fruit, Poultry, Vegetable Produce Management and Marketing, 2. Waste Mapping, Cleanliness Drives and Composting, 3. Nursery Raising and Kitchen Gardening, 4. Water and Sanitation Facility Management, 5. Building/ Road Planning, Maintenance and Construction and 6. Other occupational operations from cradle to grave • Work Education: Purpose, Social, Economic and Pedagogical values of work and craft education. • Integrating Work Education School Curriculum and Pedagogic Strategies. Activities & Nature of Lessons to be included in Class-Specific Syllabus and Text Books of both Language and Non-Language subjects – Agricultural and Horticultural Operations, Gardening, Swachhta, Plantation, Nursery, School Garden, Composting, Waste Management	Development of Lessons, Activities and Assessment. Criteria for Work Education and Experiential Learning, Community Service, Cleanliness in public places. • Plantation • Waste managed in the Institution • Public facility/place usage and maintenance • Observation • Participation • Dialogue and Interaction • Interviews • Selection, use and upkeep of tools, steps, methods, processes, checklists, forms and precautions	6
	Nai Talim Traditional, Intellectual and Constructivist approaches Models to Education and learning	• Models of Gandhi, Tagore and Shyama Prasad Mukherji, Rousseau, John Dewey. • Models of Education, Approaches to learning – Constructivism, Paulo Freire Critical Pedagogy and Dialogic Method, Vygotsky Social Construction and Gramsci Organic Intellectual Approaches. • Praxis, Characteristics, advantages and Disadvantages, Intellectual Approach for Practicing Community Engagement & Social Change • Craft & Occupations Best models at various levels in: o Rural Reconstruction o Indian Education o Service Learning	• Lecture, demonstrated book reading and reflections, Field visit and Observation of Nai Talim Schools. • Panel Discussion with students on models and approaches, their status in the present school curriculum and pedagogy • Interview, Field Mapping • Field visits, mentoring, collaborating • Demonstration and practice • Use of tools & methods	6
	Nai Talim Education for	• Connecting knowledge to life outside the school.	• Text book review to find out, relevance if topics to	6





S.No.	Module Title: Content-Unit	Teaching/Learning - Detailed Concepts	Methodology and Field Work Practicum	No. of Classes
	life and through life and its reflection in curriculum and pedagogical practices	<ul style="list-style-type: none"> Relevance of curriculum content to the lives of children sensitization of students on global issues i.e., resource and technology availability, inequity, poverty, climate change, global warming, value crisis, food and energy crisis. Education in nonviolent school/classroom environment, implication of above issues on curriculum and pedagogy 	the life of the children – report. <ul style="list-style-type: none"> PPT on global issues and steps to address Lecture Panel Discussion Case Study on happiness, pleasure and violence in school/classrooms Use of tools & methods 	
	Nai Talim – Education for character building and for living together happily, creatively and peacefully	<ul style="list-style-type: none"> Humanistic approach to Education. Education for Citizenship, Character Building Values and Ethics. Work, Play, Art, Craft, Theatre, Music in School Curriculum and the basis for creativity and social Harmony. Its implication to Development of Head, Heart & Hands Selection, use and upkeep of tools, steps, methods, processes, checklists, forms and precautions & procedures 	<ul style="list-style-type: none"> Panel Discussion – PPT presentation Field engagement Analysis of school curriculum to support the social aims of Education CAS & Study on practice and Art, Craft, Drama, Music and Theatre in schools 	6
	Nai Talim and Field engagement	<ul style="list-style-type: none"> Transect Walk, Community Service and its impact. School mentoring and facilitation. Documenting best practices in areas like Education, Storage and Marketing, Local Production and Provision of Services, Health, Agriculture, Nursery Raising as Plantation, Welfare, Waste Composting, Water Harvesting, Participation in Agricultural/Craft Operations in Village 	<ul style="list-style-type: none"> Selection, use and upkeep of tools, steps, methods, processes, checklists, forms and precautions Documentation of best practice pertaining to community engagement in school activities Community Service, Survey on Literacy and out of school children Concurrent and Term-end Field Engagement, Coaching, Mentoring and Facilitation 	72

Hence the researcher feels that there is an urgent need for NaiTalim that is integrated with ethical education as we face many threatening social, ecological, economical crisis all over the globe. Hence we need a new system of education with which whatever learning processes one chooses should be accompanied with varied cultural imaginations and personal and collective power to behave desperately in the most ethical way.

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DEVELOPMENT OF CURRICULUM IN ETHICAL EDUCATION FOR B.ED TEACHER TRAINEES

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Abstract

Teaching field has been constantly assumed significant job in redesigning society and country in general has been always played very important role in upgrading society and nation as a whole. As society is changing it demands to change in the ways of imparting knowledge and understanding in educational system too without losing essence and moral teaching attached to it. As a result educational system is also changing, some changes are good where as some are results of business and profit oriented attitude of people involved in teaching field. Hence challenges faced by teachers have also increased which includes ethics in education and ethical education. Present paper is related to B.Ed. Curriculum for future teacher of University of Mumbai. Understanding related to ethics is covering small portion in B.Ed. curriculum. This is fundamentally identified with proficient morals in teaching profession, which is restricting moral instruction to just profession and in classroom while communicating with learners. Thus there is need to have ethical education related curriculum in B.Ed.

Keywords: *Development of Curriculum, Ethical Education*



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INTRODUCTION

“Ethics is, knowing the difference between what you have a right to do and what is right to do”

-Potter Stewart

Above statement is self explanatory, where selection of decision is based on ones conscious understanding of any situations. In daily life we make lots of decisions knowingly and unknowingly, for all the activity and people around us. As a result decisions need to be taken very carefully because it can affect one’s life for longer run. Decision making is one of the important aspects in deciding that, what is right and what is wrong? For any growing and functional society, citizens need to be alert and accordingly can make decision.

For creating alert citizens teaching profession place very important. Through teaching learning process, all round development of students takes place. As a result over a phase of time learner executes their duties and work sincerely with accountability by making sound



decision. Values like sincerity, accountability, moral values can be imparted in students through role models.

Teachers are the best role models for any students, teachers behavior influences students behavior too.

To create good role model for future citizens there is professional degree course available called as Bachelor of Education (B.Ed.). Aim of this course is to create well developed teachers, who is not only aware with their subject content but also can execute ideal character for future generation. Ideal character of any teacher comprises of values and ethical accountability of teacher towards their profession and society. As teaching profession is regarded as a very dignified profession, hence it's very important to have very improved syllabus. So syllabus should fulfill all the important requirements of ideal teacher.

In the present research work research has taken syllabus of Bachelor of Education (B.Ed.), University of Mumbai as a reference. Syllabus of Bachelor of Education (B.Ed.), University of Mumbai is for two years (Credit Based Choice System). B. Ed. course is extended over two years in to four semester including different core courses, pedagogies and expansion of skills related to ICT and different capabilities to augment teacher trainees personality

Purpose of B.Ed. teacher training courses is to train future teachers for this noble profession where they can create future teacher, who can fulfill the need of the society by their services pertaining to educational field. Hence student teachers are the pillar for strong nation. Thus B.Ed. program needs to be planned in such a way, where teacher trainees get an exposure to ethical values. Ethical values in all the ways not only professionals but in their personal and professional life too.

CONCEPT OF CURRICULUM AND CURRICULUM DEVELOPMENT:

A curriculum is a program of study. It is used to plan teaching or training. It includes the planning of subjects to be taught, the way it will be taught, the time duration to complete it and deals with specific board of examination. Thus it includes the courses, their content, and the coursework offered at a school or university.

A curriculum is planned activity by keeping certain aims and objectives as per the requirement of society. As a result curriculum need be develop step by step scientifically to achieve set goals for students overall development. This curriculum divides in to different courses for better management of content knowledge and related activities. It requires



planning how to sequence the courses, its time period to achieve short term and long term objectives for overall development of child.

Construction of curriculum requires be developed properly. If there are issues raised in the society which need special attention to be handled by educational awareness then group of experts work on the solution for that issue through educational perspectives. Hence development of curriculum depends on the need felt for the betterment of society. As the knowledge of the content increases courses structure also changes. Similarly style and methodology to deliver that knowledge also changes.

CONCEPT OF ETHICS AND INTEGRATING ETHICAL DECISION MAKING AMONG THE STUDENTS:

There is minute difference between moral value and ethics. Ethics are well founded standards that make the actions right and wrong. It helps to classify different values such as reliability, discipline and honesty among others and relate them in daily lives. Ethics act as guideline which instruct and gives insights of been wrong or right. Ethical understanding helps any society to function fairly with justice and equality. Therefore ethics cannot be ignored in any walk of life especially educational field. Teachers play a very important role in a student's life. As they are the role models for their students. Because teachers are not only the role models for them but they are the friend and mentors also. They not only teach education but also help widen the personalities. As a result ethics in education is very imperative.

Teaching field is very demanding profession because in this profession teachers are dealing with dynamic personalities, blessed with individual differences and having different exposure of life experiences. As a result teachers need to serve their services by keeping all these points in mind and make ethical decisions at the time of deciding between right and wrong. Hence it becomes very important to sensitize the student teacher about learner diversities. So aim of teaching ethical education to B.Ed. teacher trainee is to integrate values in their actions, developing an insight about role, challenges and ethical professional attitude. Ethical education also plays a significant role in enabling them to make accurate decisions in their profession with reverence to their own mindful behavior and action in their daily life.

Research Questions

1. What are the current ethical problems in the field of teacher education?
2. How will teachers/trainees solve the ethical dilemmas and get training?

Objectives of the Study

1. To study the Ethical issues faced by teachers in teaching profession.
2. To construct curriculum for ethical education for B.Ed. teacher trainees.

Participants: B.Ed. Teacher Trainees

Tools: Interview schedule, Observation schedule, Questionnaire

SIGNIFICANCE OF ETHICAL EDUCATION IN THE CURRICULUM IN THE CONTEXT OF PRESENT SCENARIO:

In education, ethics and moral related teachings are always incorporated directly by course work and indirectly through activities. So these qualities become part of their personality and it gets reflected in their decision making ability. Syllabus of B.Ed. degree course includes ethical education related understanding in form of small units.

This unit focuses only on professional ethics of a teacher in theoretical part where as some activities are related to ability course.

Education field is very dynamic and it keeps on changing as per the requirement of society.

As a result it gives rise to new challenges for teachers, some are as follows:

Issues encountered by Teachers with respect to Ethical behavior

- Corruption
- Privatization
- Private coaching classes
- Assessments System
- Teachers“ Absenteeism
- Inter personal relationship among staff members
- Leadership style
- Work culture
- Physical and psychological environment at work place
- Equality , inequality and biasness (at teachers and students level)
- Market oriented education system over all development of human personality
- Teacher–student Relationships, Communication, Understanding of Cultural diversity

Emotional Boundaries

To cope up with these challenges teacher training colleges need to play very important role. They can prepare their student teachers to face these challenges through proper ethical education. For this we need to develop curriculum focusing on educational ethics. This will



cover different aspect of educational ethics by theory and activities. Theses activity will enhance student teachers affective domain and decision making ability.

As we have philosophy, psychology and other subject for B.Ed. student teachers, there should be one paper which should include important aspect of educational ethics. Here is the small example of educational ethics curriculum

CURRICULUM DESIGN:

Content	Specific Learning Objectives	Activities/ Strategies	Evaluation	Ethical integration
Module : Foundation of Ethics a) Meaning of : Ethics , educational ethics, Ethics in education b) Problem related to ethics in education c) Identifying and managing problems related to ethics in education	Students will be able to : Differentiate between Educational ethic and Ethics in education Identify the hidden problem or opportunities in ethics in education Make ethically sound decision in their profession Identify right and wrong ethical point in any situation Learn to manage their emotions while making decision	Groups Discussion Role Play Case Studies Surveys Debate Seminar presentation JIM Brain storming	Real – world learning Paper pencil test,	Debates on corruption in education Work culture ethics Page 58 Professionalism Making decision in favour of humanity

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CURRICULUM DEVELOPMENT IN ‘CREATING AN INCLUSIVE SCHOOL’ COURSE OF B.ED INCORPORATING ETHICAL VALUES

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Abstract

Ethical decision making ability through cogent thinking in the milieu of Interdisciplinary course- Creating an Inclusive school content is the main aim of the author with respect to curriculum development. The target audience is B.Ed students of above 21 years. Adults of this age completely understand theoretical concepts and are aware of consequences and individual limitations, secure their autonomy and construct and trust their decision making skills, feel empathetic and complete their value framework. They learn best when they are actively involved with ideas connected to their personal lives and hence have the capacity to plan well and to carry out the plan. Thus ethical education becomes the prime focus that cannot be taught as a separate domain rather it needs to be incorporated with the content pedagogy itself. The endeavour is to be seen as an investment in building the foundation of student teachers for sound ethical decision making, promoting human excellence, social cohesion, national integration and global unity which are possible for the student teachers of this age group.

Keywords: *Inclusive Schools, Abstract Reasoning, Ethical Values*



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INTRODUCTION

Both oldsters and academics are still categorically concerned regarding the provision of education and current employee's development for the varied classrooms of the twenty first century, and above all with relation to disabled students. The question continues to be asked: how will teachers be able to understand the importance and value of an inclusive classroom? This understanding will occur as a part of incessant professional development or it may be part of tertiary education of academics. Inclusive teaching as an interdisciplinary course is a very important part of any preliminary teacher education programme. Teachers should perceive the problems related to supporting any kid with special needs. It is vital that student academics are challenged to assess their own attitudes and values before they'll get the right messages across to totally perceive the inclusive perspective.

The present context in which teachers are working is one of drastic change. All areas of education have modified throughout the past decades, with major changes to the role of



teachers, in conjunction with the introduction of latest approaches to the course of study and assessment.

In addition, the legislation has seen changes in how difficulties in learning are conceptualized from extraordinary educational needs to additional support for learning. These alterations have involved the development of new understandings about the interactive nature of children's needs and a budge in focus from „what is wrong with the child?“ to „what does the child need to hold up their learning?“ Such developments have considerably affected the specialized identity as well as the roles and responsibilities of many teachers. It also has implications for how instructors are trained and supported in their proficient development.

In our present age, ethics has significance in all areas of life. Ethics has also become imperative in education, because education is a elementary process of human life. It is connected to our values and virtues. Therefore, our actions and our experiences in everyday life are the subjects of ethics. We have capacity to think about our choices, so we are responsible for all our decisions and actions. In addition to this, it can be said that ethics is the study of what is erroneous and what is right. Good-evil, right-wrong, virtue- vice, justice and injustice are some ethical concepts. You can teach rules easily, but you cannot teach easily to obey these rules unless you teach ethics. Therefore, teaching ethics has an central and obligatory place in education. Students who graduated from universities may be well-educated persons in their occupations but it is not enough. Aristotle also says, “Educating the mind without educating the heart is no education at all.”

In this paper the existing syllabus for two year B.Ed. course is considered in a simulated situation to showcase the curriculum design of the course „Creating an Inclusive school“ integrating ethical values. The objective is to augment ethical decision making ability through rational thinking in the context of Interdisciplinary course-„Creating an Inclusive school“ content. The aims are to develop the skills, capabilities and rational mind for effective inquiry and communication to apply the acquired knowledge of interdisciplinary course in different situations, to develop ethical decision making capabilities by identifying and implementing action areas to make schools and classrooms more variety friendly and to offer the platform to extend conflict resolution skills among students.

Analysis of the target group

The target audience is B.Ed students of above 21 years. Adults of this agefully comprehend abstract concepts and are aware of consequences and personal restrictions, protect their



sovereignty and build and trust their decision making skills, feel empathetic and complete their value framework.

They learn best when they are actively involved with ideas connected to their personal lives and hence have the capacity to plan well and to carry out the plan. Thus ethical education becomes the prime focus that cannot be taught as a separate domain rather it needs to be incorporated with the content pedagogy itself.

The endeavour is to be seen as an investment in building the foundation of student teachers for sound ethical decision making, promoting human excellence, social cohesion, national integration and global unity which is possible for the student teachers of this age group. Keeping this in mind following curriculum is designed for B.Ed students.

Task Analysis

Training student teachers for good communication skills and capacity for ethical decision making, social skills for conducting debates in a healthy environment.

Content analysis

The accessible curriculum is designed in the replicated situation considering the Syllabus of two year B.Ed , in which the Interdisciplinary course „Creating an Inclusive school“ in semester IV, is focusing mainly towards nurturing inclusion and addressing learners“ diversity which provides a lot of scope for integrating ethical education on the issues which are still debated by present generation. The students may be qualified in the skills required to widen critical understanding of concept of ethics and ethical decision making before they discover the content of the subject. The content theme is towards nurturing inclusion and addressing learners“ diversity, the conceptual base of ethical education will be concept of ethics and ethical education, present scenario under ethical consideration

Unit 1: Understanding Inclusion

- a) Difference between diversity, disability and inclusion
- b) Meaning and Need of Inclusion.
- c) Models of Inclusion

Scope for integration of ethical education: Application of Equity and equality in education in the present scenario by raising debatable issues related to the protest by people for reservation in education on caste basis and economic conditions.

Unit 2: Nurturing Inclusion

- a) Concept of children with special needs and their types
- b) Characteristics of disabilities
- c) Catering to Special Needs

Scope for integration of ethical education: Visit to special schools and inclusive schools in the vicinity, during internship in schools conducting plays or creating awareness about infrastructural provisions for CWSN. People's awareness about issues related to sensory, neuro-developmental, loco-motor and multiple disabilities at students' level of maturity

Unit 3: Policies Promoting Inclusion

- a) International Policies and Significance of the policies
- b) National Policies and Significance of the policies
- c) Educational concessions, facilities and provisions for CWSN.

Scope for integration of ethical education: Application of UNCRPD, EFA (MDG), Right to Education Act, 2019 for social justice and social responsibility.

Unit 4: Curricular Issues

- a) Curriculum adaptation/ modifications
- b) Strategies for differentiating content in an inclusive classroom.
- c) Substitute means for appraisal and evaluation in an inclusive classroom.

Scope for integration of ethical education: ordinary man's perspectives related to modifications in Curriculum for CWSN, issues related to alternate means of evaluation of CWSN etc. and also issues related to present education system and economic policies may be used for ethical decision making exercise.

Unit 5: Inclusion in Classrooms

- a) Barriers and Facilitators of Inclusion
- b) Use of ICT in Inclusive classrooms.
- c) Individualised Educational Plan

Scope for integration of ethical education: Application of ICT in the present Indian schools, Issues related to politicizing religion and caste etc; protest by farmers, communities for benefits of reservation policies



Unit 6: Functionaries in Inclusive Settings

- a) Profile and Role of teacher
- b) Role of NGO in supporting inclusive school.
- c) Pre-support and pre-vocational training programme for children with special needs.

The suggested strategies for integration of ethical education are; Case study, debate on ethical issues of present time, brainstorming, Inquiry model Like Jurisprudential Inquiry Training Model, Brain storming, online/offline issue based discussions or group activities, Research based projects or similar methods , reflective practices etc. The suggested formative and summative evaluation are; Assessable and non-assessable ongoing curricular and co-curricular activities that can contribute in effective integration of ethical education, Observation during class discussion, Probing questioning, exploratory activities, etc may be considered as formative evaluation along with content related activities. Summative examination semester wise with two sections one content based and the 2nd section application based to assess students’ capacity building in ethical decision making.

AN EXAMPLE OF THE SYLLABUS BASED ON THE CURRICULUM

CREATING AN INCLUSIVE SCHOOL

Scope for integration of ethical education: Concept of equity and equality, Common man’s perspectives related to new national policies introduced by the government with respect to disability, issues related to unawareness about the types of disabilities, non readiness of several schools with respect to creating an Inclusive school, etc. and also matters related to using ICT in education and bringing about collaborative learning environment in the current education system and economic policies may be used for ethical decision making exercise.

INTERDISCIPLINARY COURSE 4 (IC 4)

CREATING AN INCLUSIVE SCHOOL

Content	Activities/strategies	Evaluation (Formative/Summative)	Integration of Ethical Issues(in the context of the content)
Unit 1: Understanding Inclusion a. Difference between diversity, disability and inclusion b. Meaning and Need of Inclusion.	JIM /Debates/ITM	1. Round Robin Charts (this strategy involves passing charts among groups to assess) 2. Strategic Questioning. 3. 3-Way	Conceptual base of ethics



<p>c. Models of Inclusion</p>		<p>Summaries 4. Think-Pair-Share.</p>	<p>Page 65</p>
<p>Unit 2: Nurturing Inclusion a. Concept of children with special needs and their types b. Characteristics of disabilities c. Catering to Special Needs</p>	<p>ITM/Discussions/Study circle/Visits</p>	<p>1. draw a concept map in class to represent their understanding of topic 2. a final project</p>	<p>Ethical Values -Empathy -Truthfulness -Social Justice</p>
<p>Unit 3: Policies Promoting Inclusion a. International Policies and Significance of the policies b. National Policies and Significance of the policies c. Educational concessions, facilities and provisions for CWSN.</p>	<p>JIM/Study Circle/Debate</p>	<p>1. 3-Way Summaries 2. Think-Pair-Share.</p>	<p>Respect Responsibility, Fairness Caring</p>
<p>Unit 4: Curricular Issues a. Curriculum adaptation/modifications b. Strategies for differentiating content in an inclusive classroom. c. Alternative means for assessment and evaluation in an inclusive classroom.</p>	<p>(a) Biographies (b) Stories (c) Extracts form essays, articles, classics and news paper</p>	<p>1. One minute papers are usually done at the end of the lesson. Students answer a brief question in writing. 2. The question typically centres around the main point of the course, most surprising concept, most confusing area of the topic and what question from the topic might appear on</p>	<p>Responsibility Gratitude Curiosity Creativity Transcendence Spirituality Citizenship Teamwork Page 66</p>



<p>Unit 5: Inclusion in Classrooms a. Barriers and Facilitators of Inclusion b. Use of ICT in Inclusive classrooms. c. Individualised Educational Plan</p>	<p>(a) Parables, proverbs, quotations and poems (b) value/moral dilemmas classroom (c) incidents/anecdotes/ conflicts /self government activities</p>		<p>Self-Control Temperance Prudence Courage Persistence Wisdom Magnificence/ Noble Magnanimity/ Generous</p>
<p>Unit 6: Functionaries in Inclusive Settings a. Profile and Role of teacher b. Role of NGO in supporting inclusive school. c. Pre-support and pre-vocational training programme for children with special needs.</p>	<p>1. Classroom incidents/anecdotes/ conflicts. 2. Self government activities</p>		<p>Trustworthiness caring citizenship</p>

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ETHICAL EDUCATION IN THE PRESENT CURRICULUM: DECISION-MAKING SKILLS FOR THE FUTURE GENERATION

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Abstract

The Srimad Bhagvad-Gita (2000) says,

“Fearlessness, purity of heart, steadfastness in knowledge and devotion, benevolence, control of the senses, worship, study of scriptures, austerity, uprightness, non-violence, truthfulness, freedom from anger, renunciation, tranquility, aversion to slander, compassion to living beings, freedom from sensuality, gentleness, modesty, steadfastness, vigour, patience, fortitude, harmlessness, freedom from vanity are present in those born to a divine heritage”

India, at the heart of the past has a glorious reputation for being the land of wise and spiritually uplifted souls. Her people's innate sense of appreciation of life and fine values has added strength to the cultural ethos of the innumerable communities of different religions.

Educators in India need to awaken to the most precious task of teachers, that is, rekindling in minds and hearts of its students an increased awareness about the strengths of their values. Curriculum designers must become sensitive to this dimension of education because it is an area that has attracted little or no attention until recently, since it was assumed that all students uphold moral values and belief systems. The truth is that, on the whole, they are, but these values are slowly becoming obscured in the growing materialism of the young workforce. Teachers in India must be entrusted with the task of helping to mould the character of students. This responsibility involves many painstaking exercises for the teacher. Teachers who help students must learn to listen to the specific comments they make. This assistance will help to determine the type of value system that guides their behaviours. Students who are listless and apathetic should become more purposeful and self-directed after being trained in value education.

Every teacher should aspire to strengthen students' minds, fortify their hearts, vitalize their thoughts and help them crystallize their principles. Teachers must help students clarify their values so that they can make wise choices when faced with confusing options. Colleges must become the training grounds for students to become better-adjusted, tolerant and neighbourly citizens.

“The moral arc of the universe bends at the elbow of justice”

-(Martin Luther King Jr.)

Keywords: *Teacher Educators, curriculum developers, value system.*



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Introduction:

Ethics is a Greek word that means character or manners.

A fundamental part of personality that defines behavior where person reacts or perceives things is „ethic“. It is the responsibility of parents and teachers to impart and transmit ethical value to children and students. It is important to teach ethics at schools and college level to create better citizens and society. Ethical values do not allow us to act violently and unethically. Crime against women, theft, and other immoral issues in a society can easily be tackled by imparting ethical values.

Imparting ethical values from an early age can prove to be beneficial. Pavlov’s Theory of Classical Conditioning supports this. When students are conditioned to observe ethical behaviour and act ethically, it aids their character formation. The early stages of a child’s life and the experiences during these stages shape the character. If an ethical environment is provided so that the child is conditioned to behave ethically, his/her decision-making skills could prove to be ethical too, thus helping him/her sail through every dilemma. Here, the school atmosphere, attitudes of teachers & parents play an important role. Bringing up a child in an ethical society conditions him/her to behave ethically.

Ethics like education always remain with us as a very significant part of our character. But unfortunately it is collapsing in each and every sphere of life, so teaching this fundamental way of life is the need of an hour.

Aims and objectives:

Aim: To determine the need of ethical education in the present curriculum by analyzing the decision-making skills of students of SSC, ICSE & CBSE curriculum.

Objectives of the Study were accordingly formulated as follows:

1. To identify the lacunae in the moral values in the SSC, ICSE & CBSE curriculum.
2. To assess the ethics of students from SSC, ICSE & CBSE curriculum.
3. To analyze the decision-making skills of students of SSC, ICSE & CBSE curriculum.

Rationale of the Study:

Curriculum is the pillar of any education system. Teachers stand in the interface of the transmission of knowledge, skills and values. They are treated as the backbone of education system. The aim of integration of ethics in curriculum is to help teachers inculcate the ethical education to their pupils, and on the other hand to support them in the performance of a high ethical profession.



In the belief that the quality of the services of the teaching profession directly influences the nation and its citizens, the curriculum shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional understanding, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

Research Methodology:

The nature of the research was Online Survey Method. The researchers have prepared a closed format research tool questionnaire with nominal scale

Sample:

200 students from SSC, ICSE & CBSE curriculum were selected as the sample. These students took the online survey.

Sampling Technique:

The sampling technique was Non-Probability Convenience Sampling.

Data Collection Tool:

Data was collected through a Questionnaire, which comprised of 10 questions.

This questionnaire included individual questions which test the ethical decision-making skills of students of SSC, ICSE & CBSE curriculum.

The students had to select 'YES' or 'NO' option for every question.

Option 'YES' for Question no.s 1,2,4,5,6,7& 8 was negative.

Option 'NO' for Question no.s 3,9& 10 was negative.



Sr. No.	Statement	Yes/No
1.	You want to buy your favourite toy. But your parents refuse to buy it. Instead, they buy new school shoes for your sibling. Will you get angry?	
2.	You have a Math test. You have learnt the tables. Your best friend asks you to show the answers, else he/she will fail. Will you?	
3.	You are carrying money for the picnic. It's the last day to pay the amount. While you're on your way to school along with your friend, a bike hits your friend, injuring him badly. If you buy first-aid, then the amount will be less and you won't be able to go to the picnic. Will you buy the first-aid?	
4.	You buy food coupons from the canteen. The canteen uncle gives you an extra coupon by mistake. Will you keep it?	
5.	Your friends call you for an overnight trip. You know your parents won't allow. Will you tell your parents that it's a school picnic and go?	
6.	You are the captain of the cricket/sports team. You have to choose a player for an important position. You have to make a choice between your best friend who is not a good player and a classmate, who is perfect for the position. If you choose the classmate, you will lose your friendship forever. Will you save your friendship?	
7.	There is a girl/boy in your class who is disliked by all the teachers. She/he asks you to help her/him in solving doubts. You feel that if you help, then the teachers might dislike you too. Is it best to stay away from her/him?	
8.	You are the attendance incharge. Lately, your neighbour, who is also your classmate, is usually late because he does the household chores before leaving for school, as his mother is extremely ill. Will you mark him late because duty comes first?	
9.	You have scored 60% in your board exam. There is just one seat available in the college you wish to go to. Your father can give donation and avail the seat easily, but then your friend who scored 80% will lose the chance to avail the admission. Is it fine if your friend gets the admission?	
10.	Your rival steals the note book of another classmate just before the exam. You have a good chance to complain to the Principal, so that your rival is suspended from taking the examination. Will you miss the chance?	

Collected data through the following questionnaire was digitally analyzed for interpretation.

Analysis and Interpretation:

Data Analysis: Quantitative Analysis of the data was done by the researchers.

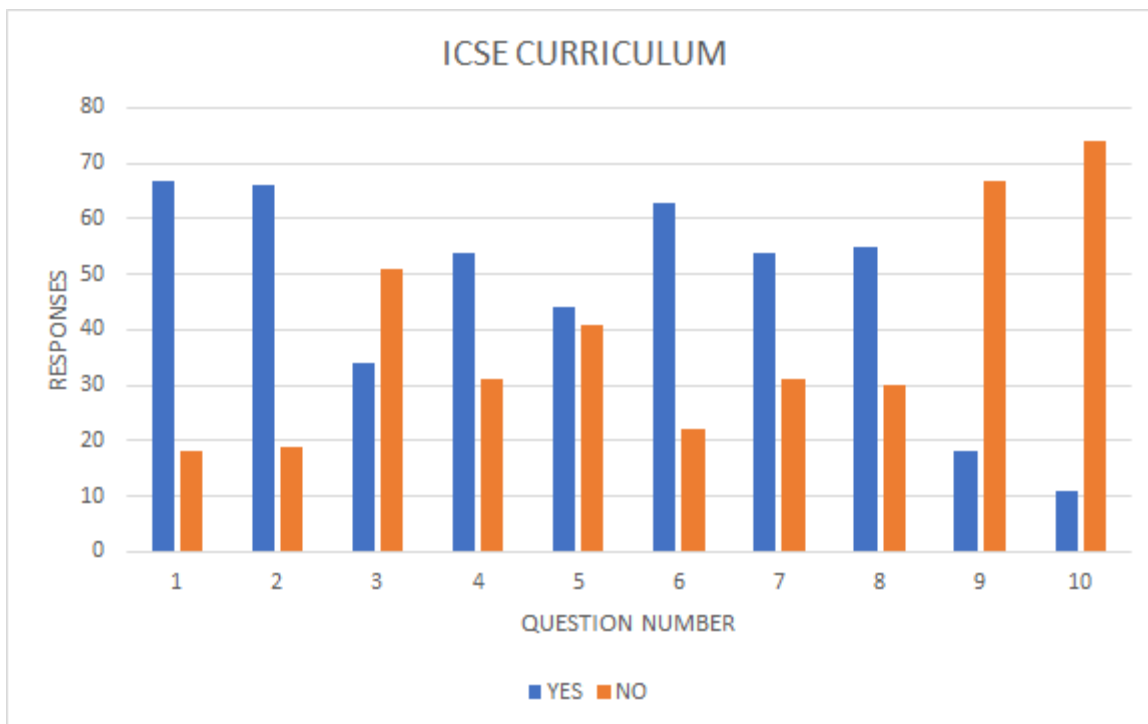
Analysis:

1. 7 out of 10 questions were unethically answered by the students of SSC, ICSE & CBSE curriculum.
2. All the questions were unethically answered by the students of ICSE Curriculum (Graph 1.1).
3. 5 out of 10 questions were unethically answered by the students of SSC Curriculum (Graph 1.2).
4. 4 out of 10 questions were unethically answered by the students of CBSE Curriculum (Graph 1.3).

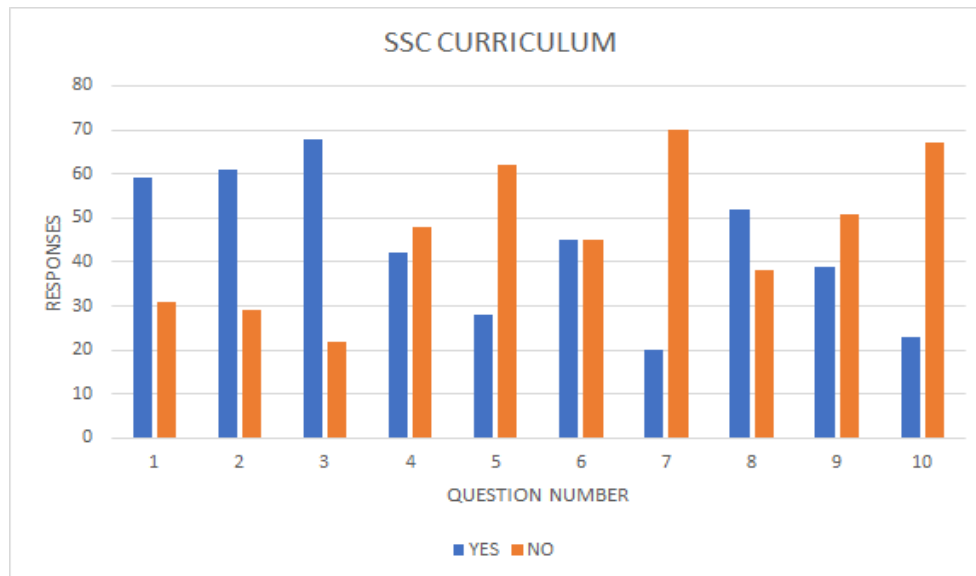
Interpretations:

1. Ethical education is required to be a part of the SSC, ICSE & CBSE curriculum.
2. ICSE students showed maximum inability to take ethical decisions.
3. SSC students showed moderate inability to take ethical decisions.
4. CBSE students showed minimum inability to take ethical decisions.

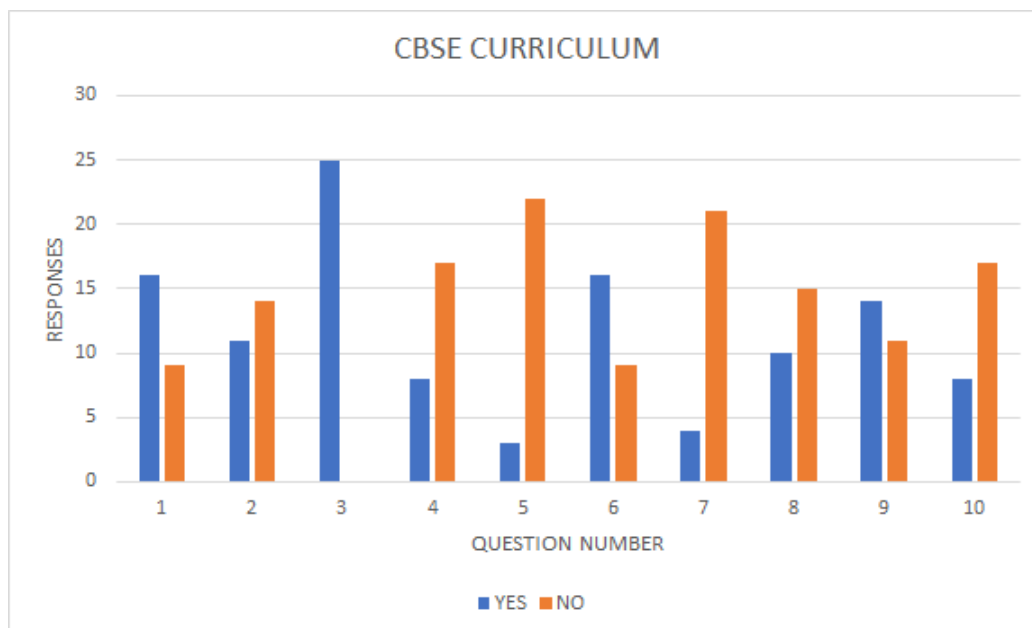
Graph-1.1:



Graph 1.2:



Graph 1.3:



Following striking points were identified:

- Giving donations for availing seats of the eligible candidates was preferred.
- Preference was given to one's own friend for selection of a captain of the team rather than to the most eligible person.
- Students preferred retaining coupons which were accidentally given to them.
- Cheating in the tests was considered as a helpful gesture.
- Favourite toy was of utmost importance than the school shoes of one's sibling.



Suggestions:

The researchers suggest the following for future research:

- Development of Instructional Model for comparison of inculcation of ethics, with & without the model.
- Compare the level of ethics of Primary & Secondary School students.
- Effectiveness of sports in inculcation of ethics through sportsmanship in students.
- Redevelopment of curricula with respect to inculcation of ethics.
- Combination of art & drama in with education to promote ethics.
- Integration of community outreach programmes with education to develop ethics.

Conclusion :

Some people claim that ethics cannot be taught so making these a part of curricula is not practical. Even one of the editorial on the topic in the Wall Street Journal stated that “ethics courses are useless because ethics can’t be taught”. In addition to this there are no rules and standard definition of the concept. What is right for you may not be the same for other person. Cultural, religious, spiritual and many such factors make ethics and these obviously differ from person to person and community to community. But students must be taught ethics and their importance. Students should be taught and participate in moral building activities. This should not be taught like science or math but should be taught in interactive and innovative sessions. It should be taught as integral part of the teaching system. Student level involvement and interaction can make this a very interesting issue. Schools can organize group discussions with experts, it can be taught in the form of story, or rhyme or act can be presented to clarify the concept of ethic. A young mind is like clean slate so teaching ethics at such a tender age would be highly beneficial.

Unethical practices may lead to major disasters and it leads to increasing crime. It forced us to think if we are left with any moral values and ethics. There is no industry that is untouched by unethical practices. So it is highly important to teach importance of ethics. Deteriorating value system laid further stress on this. Not every student understand and learn ethics in the same manner. Therefore, innovative approaches should be considered while inculcating ethics in students. The best way could be through sensitizing the importance of ethics. When students start empathizing with the necessity(ies) of ethics, they cannot be ignorant towards ethical code of conduct. Strategies like Role Play, Discussion, Debate, etc., serve the purpose



of inculcating ethical values without much efforts. The inculcation of ethics should be implicit and inviting rather than explicit and forceful.

Teaching-learning is not only a matter of transferring knowledge, its fundamental aim is to create an ethical generation.

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