



# ETHICAL DEVELOPMENT

Education/Shailaja Mulay

## Rectifying Pitfalls

*leach not for school hut for life' is an adage that our educational system seems to have quite forgotten.*

**E**thics in education implies remediation of the disabilities, maladies, illnesses and flaws in the system.

It is unethical as a professional, to be the on-looker, a passer-by, indifferent, unmoved and uncompassionate!

The system needs drastic changes, radical transformations and innovative alterations. The irony is, we all change the decor of our homes, beautify our faces to hide ageing effects, think of unethical means legalised under the garb of fees, charges, honoraria to increase our financial perks and meet the losses', but very few think of rectifying pitfalls in the education system, though educators are the "bridge-builders," so to say.

Following are some steps to weave ethics into our educational fabric:

- Concept of education to be spelt out correctly to the charioteer of the process - the 'teacher' - at all levels of the educational organisation or edifice.

"The essence of education lies in drawing out the very best in you and me."

Teacher and student should have cordial relations. *You have touched me, I have grown!* - kind of a bond.

- Teacher should be resourceful not remorseful, should be a human resource developer, not a human-resource diminisher. How do we achieve this? Select teachers with a "human" heart and then develop their potentials.

- Impart *value-based* education with an inquiring attitude. Why maths? Why languages? Why craft? Why drawing? Why social studies? The students should be apprised of why the subject is important.

*Non-Scholae Sed Vitae us Docemus-teach not for school, but for life.*

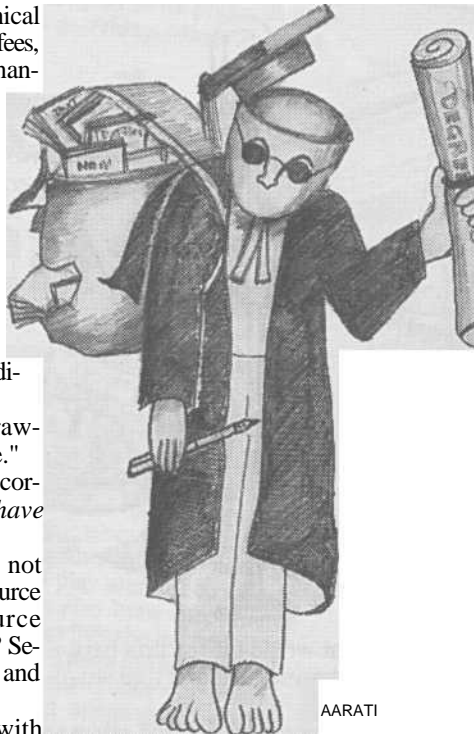
- Teacher is the seed-corn agent of developing human potential, student is the

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seed to grow from sapling to plant to tree.

Education should be child-centered, not teacher-centered. *Learning-by-doing* makes joyful learning and teachers can take care of large numbers.

- Education must be skill-oriented, task-oriented and activity-based, so that 'theory' is the foundation and evaluation is the 'finish' or 'finesse' of the product.



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- Inputs of man, machines, material, money and matter (5 M's) should be well-balanced, liberal and easily available for the 'process' of education to be an exchange, to await an 'out-put' which is an ethical human-being, clear in moral values, just in practice, fair in play, concerned in social service and radical for change.

- Monetary benefits for the educators should be professional, at par with other 'professions', so that result-oriented, tar-

get-output accountability can be demanded as in management or other industrial professions.

- The subjects of study should include, together with Art, Craft, Music, Computer, Physical education, one sport Yoga for healthy living, technical work (same for both sexes) - needlecraft, photography, agriculture, food preservation, first aid. Though these are listed, in the present curriculum, how many avail of it. If so, how? What is the outcome? Who oversees it?

These subjects are not for examination but for skill-development. Only completion should be the target, not marks or grades so that the cancer of tuition-corruption, will not spread!

- War-footing approach to create a new learning society with children. It is possible! Let's learn from our mistakes and go ahead! It's not difficult—Where there is a will, there is a way'

Ethics in education, ethical approach in the system exists, but is eclipsed totally. A change is necessary, evident and important.

- Shed the *laissez-faire*' attitude: Oh! leave it! Why to bother/ It's our business to worry, to have a *new* society, to have a vibrant generation, to be benevolent in making way for the youth.

- Education never stops! Man is never finished Dead men are corpses! Living-men are candles, torches! This 'change' is a big-order, but see What you can do! (Abraham Lincoln).

Let me recall Emerson: "Not gold, but men can make people great and strong, especially men, who stand for truth and honour."

As a teacher and counsellor, I am satisfied with my right choice of a career. I know, as a teacher, I am privileged to make my students face eternity. I am a social awakener!

An epitaph I would like to present to my teachers, who made me what I am today: "Your teaching was like a fragrance that permeated my daily-life. The perfume still lingers !