



## PROFICIENCY IN PROFESSIONAL ETHICS AND VALUE EDUCATION: A SYNERGIC VIEW

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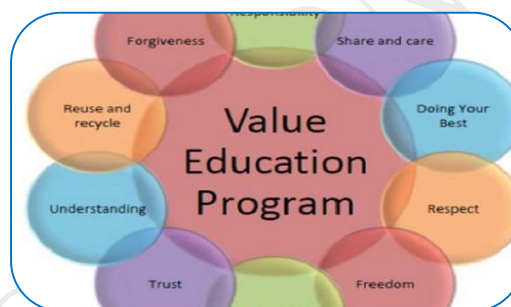
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### NEED OF VALUE EDUCATION

1. Esteem training enables the understudies to value the basic correspondingly among 'Qualities' and 'Aptitudes' to guarantee continued satisfaction and success, which are the center desires of every person.

2. Esteem instruction encourages the advancement of a Holistic viewpoint among understudies towards life and calling just as towards joy and thriving dependent on a right comprehension of the Human reality and the remainder of Existence. Such a comprehensive viewpoint shapes the premise of Universal Human Values and development towards esteem based living normally.

3. Esteem instruction features conceivable ramifications of such a Holistic comprehension as far as moral human lead, trustful and commonly satisfying human conduct and commonly improving connection with Nature.



### IMPARTING VALUE EDUCATION

1. Imparting value education has to be conducted in a highly interactive mode - in the form of a meaningful dialogue through which the students are encouraged to probe, in their own right, into the propositions being made by the teacher as well as their present beliefs and assumptions. The role of the teacher is primarily that of a facilitator, systematically presenting the facts and facets of reality as propositions, enabling the students to analyze these propositions and verify these on the basis of their natural acceptance. Perseverance on the part of the teacher is required to facilitate this process. There is no need of argumentation, imposition or sermonization to convince the students.

2. Value education deals with the most fundamental issues concerning all human beings, namely, happiness and prosperity. The central theme of the course is to draw attention to the fact that right understanding about oneself and the rest of the existence and living in accordance with this understanding is the key to sustained human happiness and prosperity. There is an inherent interconnectedness, self-regulation and harmony at all levels of existence and this needs to be discovered by each individual. In fact, the whole existence is co-existence, of which the human beings are a constituent part. Care should be taken to correlate all the points of discussion to this central theme. Accordingly, there has to be a clear running thread which needs to be repeatedly pointed out to the students during the whole course. Basically, all human beings need to understand harmony in themselves, harmony with other human beings and harmony with the rest of the nature. All our thoughts, behavior and work are to be guided by this understanding.

3. It may be pointed out that human beings are being governed mostly by their pre-conditionings and sensory experiences and one is generally very hesitant to re-look at them. Usually, there is a strong

- effort to justify or defend this stand. Thus, it requires a little effort in the beginning to screen through one's beliefs and assumptions. However, once a breakthrough is achieved, the subsequent journey is very pleasant and relieving.
4. Whenever a new concept is presented, there is normally a lot of apprehension in the minds of the audience about its workability, feasibility etc. In fact, even without grasping the essence of the concept, one tends to seek readymade solutions of the prevailing problems with the new concept. The right way to approach is to carefully grasp the complete concept, then verify it on the basis of natural acceptance and experience. Only after that, it is possible to work for its implementation in specific life situations.
  5. The prime emphasis of imparting value education lies in enabling the student to refer to natural acceptance which is innate and invariant in every human being and forms the key to self-exploration.
  6. It needs always to be kept in mind that all the discussions are finally correlated with our real life and need to get reflected in our thought, behaviour and work. This needs to be illustrated sufficiently through examples from our life and profession.

### UNDERSTANDING VALUE EDUCATION

- All human beings continuously aspire for a happy life, a fulfilling and successful life, and the purpose of education is to provide adequate competence to actualize this aspiration.
- For this, it is essential to understand- what is really VALUABLE for human being, and, what is really conducive to a happy and fulfilling life? - this is the VALUE domain.  
Then, one should know - How to actualize it? How to make it happen? - This is the domain of 'SKILLS'.  
Hence, there is an essential complementarity between VALUES' and 'SKILLS' for the success of any human endeavor.
- The subject which empowers us to comprehend 'What is Valuable' for human joy is called 'Esteem Education' (VE).
- In this way, VE empowers us to comprehend our requirements and envision our objectives accurately and furthermore show the bearing for their satisfaction. It likewise evacuates our disarrays and logical inconsistencies and bring agreement at all dimensions.
- The present training framework has moved toward becoming to a great extent expertise based. The prime accentuation is on science and innovation. Be that as it may, science and innovation can just give the way to accomplish what is viewed as profitable. It isn't inside the extent of science and innovation to give the ability of choosing what truly is important.

VE is an essential missing connection in the present instruction framework. Due to this insufficiency, a large portion of our endeavors may turn out to be counterproductive and genuine emergencies at the individual, societal and ecological dimension are showing.

Hence, there is a strong need to rectify this situation.

### Basic Guidelines for Value Education

So as to fit the bill for any seminar on Value Education, the accompanying rules for the substance of the course are essential:

**Widespread:** *It should be pertinent to all the individuals regardless of cast, belief, nationalities, religion, and so forth., for all occasions and locales.*

**Levelheaded:** *It needs to speak to human thinking. .*

**Regular and evident:** *It must be 'normally adequate' to the person who experiences the course and there should be each arrangement in nature for its satisfaction. It should be experientially evident, and not founded on authoritative opinions, convictions or suppositions.*

**Widely inclusive:** *It needs to cover every one of the measurements (thought, conduct, work and acknowledgment) and levels (singular, family, society, nature and presence) of human life and calling.*

**Prompting congruity:** *The Value Education eventually is focused to advance agreement inside the person, among individuals and with nature.*

## CONTENT OF VALUE EDUCATION

### What are Human Values?

Value of any unit in this existence is its participation in the larger order of which it is a part, eg. 1. Value of a pen is that it can write. Here writing is the participation of the pen in the bigger order in which pen, paper, human being, all are present. 2. Value of an eye is that it can be used for seeing. 3. Value of a spinach plant is that it gives nutrition to animals and humans.

### What is the value of a human being?

This question implies what is the participation of a human being in the bigger order? That bigger order includes human beings, plants, air, water, soil, animals, birds etc. The value of human being is the participation of human being to ensure the continuity of harmony in that order. In order to understand human values, we need to study human being along with all that is there in the existence, and the role of human being in the relationship with each unit in the existence.

### Scope of Study

As mentioned above, any course on value education must include:

- All dimensions-thought, behaviour, work & realization and
- All levels-individual, family, society, nature & existence.

*Accordingly, the content of Value Education will be to understand myself my aspirations, my happiness and understand the other entities in existence vis-a-vis the human being, understand the goal of human life comprehensively, understand the innate inter-connectedness, order, the co-existence, the self-regulation and the recyclability in nature. It should encompass understanding of harmony at various levels, namely individual, family, society, nature and existence. And finally, it is to learn to live in accordance with this understanding by being vigilant to one's thought, behaviour and work.*

### Process of Value Education

- The process for Value Education has to be that of Self-exploration, and not of giving sermons or telling do's & don'ts. Whatever is found as truth or reality may be stated as a proposal and every student is to be encouraged to verify it on his/her own right.
- This process of Self-exploration has to be in the form of a dialogue - a dialogue between the teacher and students to begin with and within the student finally.

### Self-exploration as the process for value education:

#### Meaning and Purpose of Self-exploration

1. It is a process of self reform through our own intuition and judgement.

*Uddharedhathma nathmanaam aathmanamavasaadhayeth*

*Aathmyva hyathmanobandhurathmyva ripurathmanaha*

2. It is a process of dialogue between 'what you are' and 'what you really want to be'.

*It is a process of focusing attention on yourself your present beliefs and aspirations vis-a-vis what you really want to be (that is to say, what is naturally acceptable to you).*

*It is a process of discovering that there is something innate, invariant and universal in all human beings. This enables us to look at our confusions and contradictions within and resolve them by becoming aware of our natural acceptance.*

3. It is a process of self-evolution through self-investigation.

*It successively enables you to evolve by bridging the gap between 'what you are' and 'what you really want to be'.*

4. It is a process of knowing oneself and through that knowing entire Existence.

*The exploration starts by asking simple questions about yourself, which gives you clarity about your being, and then clarity about everything around you.*

5. It is a process of recognizing one's relation with every unit in existence and fulfilling it.

*It is a process of becoming aware about your right relationship with other entities in existence and through that discovering the inter connectedness, co-existence and order in the entire existence, and living accordingly.*

6. It is a process of knowing ethical human conduct, human character and living accordingly.

*It is a process of discovering the definitiveness of human conduct and human character and enabling one to be definite in thought, behaviour and work.*

7. It is a process of being in harmony in oneself and in harmony with entire existence.

*This process of self-exploration helps you to be in harmony with yourself, and with everything around.*

### Content of Self-exploration

1. **Desire/Goal:** What is my (human) Desire/Goal?

2. **Programme:** What is my (human) program for fulfilling the Desire?

*The main focus of self-exploration is Myself- the Human Being. Basically, it should dwell on the following two key questions:*

1. **What do I really want in life, or what is the goal of human life?**

2. **How to fulfill it? What is the program to actualize the above?**

*In short, the above two questions cover the whole domain of human aspirations and human endeavor. Thus, they form the content of self-exploration.*

### Process of Self-exploration

Whatever is being presented is a PROPOSAL.

- Don't assume it to be true immediately, nor reject it without proper exploration.
- Verify it in your own right, on the basis of it being naturally acceptable to you.
- Not just on the basis of scriptures
- Not on the basis of equipment/instrument data
- Not on the basis of the assertion by other human beings.

### Implications of Value Based Living

**At the dimension of the individual** - Happiness, harmony, satisfaction and joy in oneself, steadiness, dauntlessness and liberality in living of the person.

**At the dimension of the family** - Mutual satisfaction seeing someone, thriving in the family, sustenance of joint families, family as the structure square of societal request instead of law upholding bodies, regard for all without separation based on age, sexual orientation, station, race, cash, post, statement of faith, and so forth.

**At the dimension of the Society** - Fearlessness in the general public, all encompassing frameworks for training, wellbeing, equity, creation, trade and capacity, agreement between countries, world developing as a family.

**At the dimension of nature** - Co-presence of all units in nature, earth getting increasingly more appropriate for sustenance of all substances on the globe, equalization of seasons, legitimate advancement of material and pranic units through right accessibility of temperature, air, water, soil and other regular assets, in other words, a general human request.

### COMPETENCE IN PROFESSIONAL ETHICS

It is important to understand that the only effective way to ensure professional ethics is through correct appraisal and systematic development of ethical competence in the professional (the human being). As the right understanding successively comes into our living through self-exploration and practice, it manifests in terms of the following competencies in the individual.

**Clarity about comprehensive human goal:** It's fulfillment through universal human order.

**Trust in one self:** in light of the correct comprehension of one self and the remainder of presence.

**Commonly satisfying conduct:** clearness and trust in moral human direct and its connection with supportable individual just as aggregate bliss and thriving.

**Regularly fulfilling behavior:** clearness and trust in good human direct and its association with supportable individual similarly as total joy and thriving. **Commonly fulfilling behavior:** clearness and trust in good human direct and its association with supportable individual similarly as total delight and flourishing.

In the light of the over, one gets the capacity to distinguish and create suitable (human amicable and eco-accommodating) innovations, generation frameworks and so on.

Every single one of us may investigate and dissect one's very own present status as far as the previously mentioned capabilities and appropriately continue with self-development through persistent self-investigation and practice.

### Salient Unethical Practices in the Profession at Present

In the present system, there is no tangible mechanism to develop the ethical competence of the individual and the dominating worldview is primarily profit-oriented. Let us have a critical look at the contradictions and dilemmas because of the prevailing world view in profession today.

- Corruption at various levels and in different forms
- Tax-evasion and misappropriation of funds
- Unethical nature of advertisements and sales promotion
- 'Cut-throat' competition
- Adulteration and spurious production
- Exploitation at various levels
- Negligence and disregard for environment
- Promotion of unsustainable technologies

### CONTRADICTION AND DILEMMAS

Using the above examples, bring out the salient contradictions and dilemmas existing today. To understand the above situation correctly, it is necessary to appreciate that the present ethos guiding all our activities is primarily profit-maximization; wealth maximization, comfort maximization and all the systems and efforts are influenced by it. By now it should have been clear that such an ethos is not conducive to continuous human happiness and prosperity. In an over-arching environment of profit maximization, to expect ethical conduct by individuals is a contradiction in terms. Hence, it gets thwarted time and again. Without rectifying our world view, we are trying to ensure ethical conduct through checks and controls, through oaths, through punishments and rewards etc. But such a remedy proves untenable, frustrating, and full of dilemmas. Hence, a change of ethos, a change of perception is the prime requisite, which is core message of this course. The prime need is to develop the ethical competence through right understanding.

To sum up, the triggering of the process of self-exploration, indications of perceptual transformation, decrease in confusion and contradictions, and increase in self-confidence through practice based on the right understanding depict the real success of the impart of value education and competence in professional ethics.

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