

Educationalist - ethical concern and economic confrontations with respect to selected small cities

Dr. Narasimha Murthy M.S,
Assistant Professor,
Post Graduate Department of Economics
SRI DD URS Government First Grade College,
Hunasur, Mysore District

Abstract

During the journey of progression, man started to imagine in a different way other than the animal by observing the environment. According to Adam Smith “it is the invisible hand that carries the human action towards the progress”. This has led to the concept of specialization, industrialization industrial revolution and so on and so forth. Today, ethics and Education have a fundamental process of human life and got important place in all areas of life. “Therefore, in education ethics has a very important and effective role. Ethics has also become essential in Education, as Education is a fundamental method of human life. To become a better citizen, ethics should be put as a way in the educational system. Ethical is not religious that is chanting Quran or Bible etc; but moral behavior with the society. “If a student is unscrupulous he will be unprincipled: but if an educator is unethical whole society is unprincipled.” “If malefactor or Sinner is supported, peccadillo or sin is endorsed. “It is not the classroom matters but it is with the morality of guru outside classroom.”- Says Swami Vivekananda. If you want to say “don’t eat sugar”, radically or fundamentally you are not suppose to eat it. - said by Sri Ramakrishna paramahans. The study is conducted with certain objective naming a few: to identify the non-ethical activity level of the institutions in teaching, To identify the ethical activity level in improving the Individual attention, To identify the Efficacy of the of the government expenses etc., Followed by respective suggestions and recommendations. The National Education Association (NEA) has created a code of ethics for the different occupational needs of the teaching profession. Hopefully, it will be the ethical answer. This decision making is a great responsibility placed on the teacher, no matter how long one has been in the profession. One can only hope that the years or months of teaching has taught you enough to know what to do when ethical dilemmas occur in the classroom or within the school system.

KEY WORDS: Education ROI, Moral Persuasions, Unethical Impact...

Introduction

Today, ethics and Education have a fundamental process of human life and got important place in all areas of life. “Therefore, in education ethics has a very important and effective role. Ethics has also become essential in Education, as Education is a fundamental method of human life. To become a better citizen, ethics should be put as a way in the educational system. The purpose of ethics education is important to develop critical thinking skills, intentional on one’s purposes, particularly the ability to reflect and the theoretical and practical effect of personal and collective human actions. It is typically when something goes wrong—cheating scandals, inappropriate teacher behavior, embezzlement by administrators—that we hear talk of professional ethics in education. Ethics includes not only dilemmas of right action but also questions about one’s life as a whole: what is worthwhile to pursue, what is admirable to become, what does it mean to lead a good life? When we broaden our normative focus to consider the full range of ethical considerations, we see that education is an inherently and unavoidably ethical enterprise in which educational professionals have multiple, even conflicting, obligations, making even the most mundane moments morally complex. What, how, and why we teach—all of these

involve questions about the good. Our policies, institutions, curricula, practices, and interactions all rely on an understanding of what it means to be an educated person and embody a vision of human flourishing, for both students and educators. Thus, unfortunately reduces ethics to the narrowly moral concern of which actions violate basic norms of rightness and draws our attention away from what is distinctive about ethical reflection in education. Ethics are an important part of the decision-making but students are not taught to think ethically. Students do not understand what ethics is. We require looking at the students and understanding or greater motivation to act ethically in the whole world.

Definition

Ethical is not religious that is chanting Quran or Bible etc; but moral behavior with the society. "If a student is unscrupulous he will be unprincipled; but if an educator is unethical whole society is unprincipled." "If malefactor or Sinner is supported, peccadillo or sin is endorsed. "It is not the classroom matters but it is with the morality of guru outside classroom."- Says Swami Vivekananda. If you want to say "don't eat sugar", radically or fundamentally you are not suppose to eat it. - said by Sri Ramakrishna paramahans. "God has given everything for human need but not human ravenousness or greed- says Mahatma Gandhi. To educate a man in mind and not in morals is to educate a menace or hazard to society.-said by Theodore Roosevelt.... "We know how to fly and how to swim after education; but do not know how to live like human being in the society..." -says Dr. s radha Krishnan. Ethics are well-established levels that make the measures right and wrong. It is classified as unique values such as integrity and discipline, Honesty amid others and applies them in daily routines. Ethics impacts the behavior and permit an individual to make the right options.

Meaning

Ethics are 'standards set for you to recognize your actions as right or wrong'. It helps categories discipline, honesty and integrity in our actions performed during the day. Education is only complete when it leads to all round development of the individual, which encompasses not only mental but also moral development. Moral education influences the social thinking of the individual and makes him/her distinguish between what is right and what is wrong. Moral education is a basic need for modern times where one is fast witnessing a degeneration of moral values. Moral education is important as it teaches diversity, tolerance, mutual respect and pluralistic values.

Ethics in education helps run the system smoothly. It sets standards that are applicable and protects the interest of both the learner and tutor. The Ethics in Education has been offered a lot of significance over the years and institutions are creating courses that assist students to understand these ethics. It is the teacher's duty to make the students aware of the ethics. The school management frequently takes it upon them to acquaint the teacher with the ethics that apply to their profession.

Review of the literature - Morality and ethics are part of a way of life and cannot be separated from all other aspects of life experiences (Kang & Glassman, 2010). Moral education aims at promoting students' moral development and character formation. The theoretical framework of moral education is supported by moral philosophy, moral psychology and moral educational practices (Han, 2014). Beyond the scope of promoting rational pro-social skills or virtues, moral education of real human value should cultivate the meaningful and personally formative knowledge that significantly transcend or avoid natural and/or social scientific understanding and explanation (Carr, 2014). Moral education is about an inner change, which is a spiritual matter and comes through the internalization of universal Islamic values (Halstead, 2007). Ethics is the branch of philosophy which tries to probe the reasoning behind our moral life. The critical examination and analysis through the concepts and principles of ethics help to justify our moral choices and actions (Reiss, 1999). In real-life situation 'ethics' is frequently used as a more consensual word than 'morals' which is less favored. Many students and professionals cannot find the sharp

distinction between these two terms (McGavin, 2013). Recently moral thinking and moral action were explored using a Deweyan framework, and it was concluded that moral thinking or reasoning exists asocial capital, and it is not a guide to moral action (Kang& Glassman, 2010). The key philosophical question for the study and promotion of moral education relies on the epistemic status of moral reflection or understanding and moral agency (Carr, 2014).

Objectives of the study

- The first objective is to identify the non-ethical activity level of the institutions in teaching
- To identify the ethical activity level in improving the Individual attention
- To identify the Efficacy of the of the government expenses
- To identify the factors influencing the standards of education system to teachers and student

Data Collection

The primary data is collected from the fieldwork. A structured questionnaire has been used as an instrument to collect the data. The data, thus collected is classified based on homogeneous factors and tabulated to enable it for statistical analysis.

Respondents Selection Area	Sample Size and Selection	
	No. of respondents	Age Min
Geographical Distribution Urban Part of the dist.	25	20
Rural part of the dist.	25	20

Statistically, it is desired to have the standard error not more than 10 % and 90 % of confidence level is considered to determine the sample size.

The sample size for the survey is determined as indicated below	
$N = Z . 2 [\pi (1 - \pi)] / E . 2$	
Where, E=standard error coefficient	Z = the confidence coefficient
N = sample size to be determined	π = the proportion of sample considered
Accordingly, $N = Z 2 [\pi (1 - \pi)] / E 2$ $= (1.64) 2 [0.2 \times 0.8] / [0.1] 2 =$	(1.64 for 90 % confidence level) $= 43$ Respondents
However, to make the computations easy the sample size is increased to 50 in some cases wherever the data availability is less and in some other cases depending on the availability more number of respondents (50) is also taken into consideration. This adjustment is made just to get the authentic inference.	

Sample frame work

A sample of 50 students and lecturers of both private and government institutes in Mysore district has been selected on random sample basis. The samples are selected with the help of various lecturers of both private and government institutes. The respondents are selected equally from both urban and rural part of the Mysore district belongs to Karnataka State. To get more homogeneous responses, the respondents whose age is between 20 and 30 years are considered.

Scope of the study

The scope of the study is restricted to Mysore district only including Urban and Rural part of the dist. The respondent’s are the Students of 20 selected colleges of Mysore district. The respondent’s opinions are considered as honest and unbiased. The preliminary study is to select the parameters.

Methodology

The Methodology involves following steps.

Sample Frame Work, Sample Size Determination, Data Collection, Data classification, tabulation and statistical analysis, Interpretation, Results, Suggestions and Conclusions,

The first objective is to identify the non-ethical activity level of the institutions in teaching:

Peter Drucker says “Managers are made but not born”. This highlights the importance of training to students (Drucker 1939:245). This can be elucidated with the help of statistical techniques.

Before the analysis, statistical hypothesis is inevitable. This can be explained in the following ways: Null Hypothesis, = H0 = the relationship between the proportion of Power Point Presentation and Video teaching online training in the urban areas is not significant. Alternative Hypothesis, = H1 = relationship between the proportion of Power Point Presentation and Video teaching training in the urban areas is significant. To know the relationship between two factors, the chi-square technique is taken into consideration. The information gathered through questioner from the students is fit into to chi-square techniques the result is as follows:-

Area	Power Point Presentation	Video Teaching	X2	Degree Of freedom	Table value	Finale/ conclusion
Urban	21	14	5.144	$\{ r - 1 \} (c - 1)$ 1 X 1 = 1	3.84	Major/ significant
Rural	4	11				

Result: - Since X2 (=5.144) is greater than table value (= 3.84) conclusion is significant. Here The Alternative hypothesis is accepted, that is, the relationship between the proportion of Power Point Presentation (21) and Video teaching(14) online training in the urban areas is significant. It means most of the urban students are already using both teaching pedagogies in the latest scenario. Thus the conclusion is they teach on non ethical information in the class.

Quality teaching is a buzz word in the realm of concurrent education system. It is the condition in which graduate students require to acquire the treasure of knowledge throughout his life which is eternal. The collegiate organizations are ready to Support to student e-learning through distributing free laptops to the students, computer training facilities, virtual learning environment, computer training programmes, SAKAL, SEVAASINDU and direct transfer of scholarship funds through online facilities and information, SWAYAM E-PG PATSHAALA, MOOCS SWAYAM PRABHA ETC are the real tools to improving quality teaching..

Efficacy of the Government expenses.

To identify the Efficacy of the of the government expenses. Or Do you aware of government expense on student's education and roi?

In 2019-'20, India allocated **Rs 6.43 lakh crore** (\$88 billion) of public funds for education, per the Economic Survey. Of this, the central government allocated Rs 56,537 crore (\$7.74 billion) to school education – 60% – and Rs 38,317 crore (\$5.25 billion) to higher education. We turn to the calculation of the return on investment in public higher education from the state's perspective. Fundamentally, the calculation of ROI is benefits generated minus costs incurred. However, many implications of increased education at a larger scale are ambiguous—it is not always clear, from the state's perspective, what counts as a benefit or a cost. We provide an overview of the benefits and costs state policymakers may consider in determining whether and how to make further investments in higher education. On the benefits side, there is tax revenues gained and social welfare costs averted that stem directly from the individuals' returns; however, there are also "spillover" effects that individuals do not incorporate into their decision-making. Countries that are unable to determine where their education system stands currently will find it difficult to make improvements or to reach their goals.

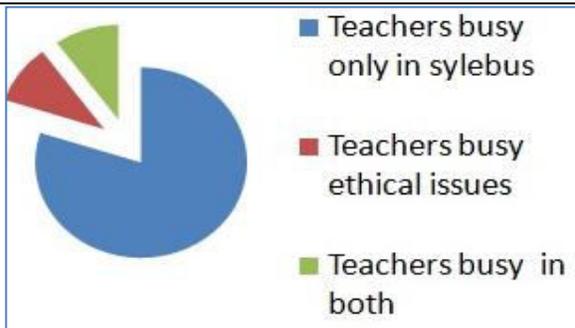
	Observed Numbers	Observed proportion	Observed Cumulative proportion	Null Proportion	Null Cumulative proportion	Absolute difference observed and null
Very ineffective	21	21/50= 0.42	0.42	0.2	0.2	0.22
ineffective	12	0.24	.42+.24= 0.66	0.2	0.4	0.26
Neither effective nor ineffective	9	0.18	0.84	0.2	0.6	0.24
effective	3	0.06	0.9	0.2	0.8	0.1
Very effective	5	0.1	1	0.2	1	0
Total	50					

K-S -Critical Value (D) = Largest Absolute Difference =0.26 Critical Value =0.19233

The above data and table highlights that 42%of the respondents do not aware of the government expenses they are coming to college just kill the time and do not have any ethical issues for progress. Just10%of the respondents do aware of the government expenses they are coming to college to do justice to the family and society. They do not come to college not kill the time and do not have any ethical issues for progress. K-S -Critical Value (D) = Largest Absolute Difference =0.26 Critical Value =0.19233 which represents that respondents do not worry about the return on investment of the government which is again the public tax money.

. To identify the ethical activity level in improving the Individual attention

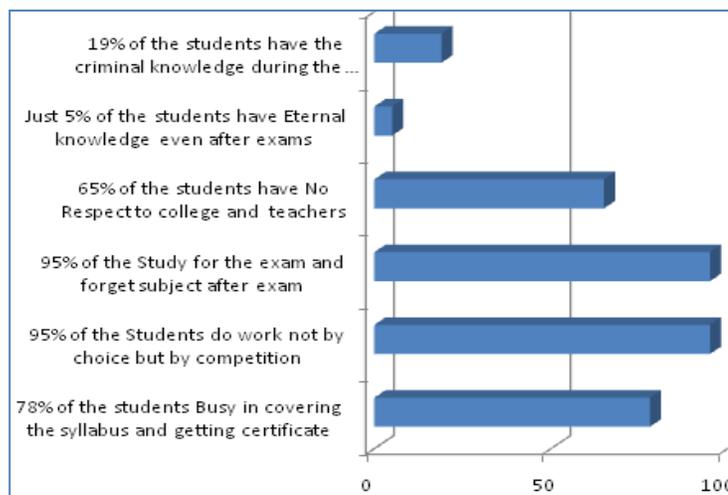
The above data and table highlights that 80%of the teachers busy only in teaching subjects
 10%of the teachers teaching ethical activity of life
 10%of the teachers teaching both.
 Thinkers throughout history have understood that education is an inherently ethical enterprise, and scholars have made this case both philosophically and empirically, demonstrating that education operates



according to certain assumptions, implicitly or explicitly, about what is good and right, and, most importantly, about the good and right end of education. Debatably in all cases, some mixture of implicit and explicit ideals is at play in any educational practice and institution.. The section Education as an Inherently Ethical Enterprise presents works that make a philosophical case for the ethical imperative embedded in education as well as important empirical studies that have made salient the ethical and moral nature of all educational activity.

To identify the factors influencing the standards of education system to teachers and student

The data and table highlights that: 78% of the students Busy in covering the syllabus and getting certificate, 95% of the Students do work not by choice but by competition, 95% of the Study for the exam and forget subject after exam, 65% of the students have No Respect to college and teachers, Just 5% of the students have Eternal knowledge even after exams



19% of the students have the criminal knowledge during the education tenure, Is the standard is deteriorating in education? The answer is yes once INFOSYS NARAYAN MURTY in the interview said that. 85% of the graduate students are unemployable... if so...two lakh per student per year spent by the government on each student is unworthy... what is the reason behind that? ... The question arises in the minds of rational. So this is the right time to rethink on the return on investment of the government which is spent on sarva shiksha abhiyana. Most of students are very eager to copy and malpractice in the examination hall by force... it is really thought provoking and pathetic.

Suggestions

They do not come to college not kill the time and do not have any ethical issues for progress. K-S - Critical Value (D) = Largest Absolute Difference =0.26 Critical Value =0.19233 which represents that respondents do not worry about the return on investment of the government which is again the public tax money.

It is suggested the experts that if we really want to improve the education: we have to improve the examination system seriously. All examination rooms are be invigilated by regional education officers directly over camera surveillance. Concern register number should be enquired and seen the over video at any time after the exam thorough getting information over right to information act. Examination should not be veiled or hidden and it should be given out or invigilated though online and given to media and should be transparent.

Educators may make a deliberate effort to inculcate these ideals through targeted curriculum in the name of moral education, but their priorities and values encompass and are reflected in all choices about pedagogy, curriculum, and various aspects of school relationships and organization.

Similarly work efficiently, counseling services, career advice, mentoring, and student associations, Libraries, ready to Support to management programmes at institutional or department level etc. How much we eat is not important but the digestion matters. Here in any state ethical issues are not taught in the class.

General Suggestions

- ✓ Every field has its own confronts. Professionals can make mistakes and sometimes ignore details which may lead to minor and major issues in their career. Ethical guidelines are important to assist professionals and cope up with the changing environment to feel empowered while regulating themselves to suit the standards of their profession. The author Sumit Tomar, director of Vedas International School based in Sohna, Guru gram. says that Students today are so much into studies and games but somewhere moral teachings becomes compulsory as it gives them a proper shape and direction as how to act or react during various difficult situations. Moral values need to be inculcated in all age groups especially in young children as it is said young minds are empty just as a plain white sheet so whatever mark we leave the impression remains for years. When it comes for a teacher to inculcate a moral base in their students it takes a lot more as teachers are the ones who shape our thoughts and mind to a large extent.
- ✓ Moral education means an ethical education that helps choose the right path in life. It comprises some basic principles such as truthfulness, honesty, charity, hospitality, tolerance, love, kindness and sympathy. Moral education makes one perfect. Education is not aimed at obtaining only a degree; it includes necessary value based teachings which result in character building and social improvement too.
- ✓ It is the need of the hour that schools today should include the concept of hidden-curriculum which refers to the transmission of norms, values, and beliefs conveyed in the classroom and the social environment. It helps to reinforce the lessons of the formal curriculum but many schools neglect it. They focus more on language, subjects and marks. For example, on one hand a school may publicly claim and ensure that its education policy and practices are formed in such a way that all students succeed academically.
- ✓ At the same time, it can be observed that the students of the particular school are contributing to undesirable behaviors whether it is bullying or cheating on exams. This type of education will barely help a child to face life situations like opinion making, decision making and right course of action. To curb this problem, schools should adapt and offer special classes, seminars, and workshops with an expert counselor under the guidance of educators who can help in incorporating 'values' lessons into the curriculum in order to foster well-rounded personality development in children.

Following are the important **General ethical Suggestions** to which are very essential to lead the life beyond qualifications. Suppose we apply just fifty percent of it society will improve.

- Do not harm: try not to hurt others with your actions.
- Make things better: helping people and knowing the difference between helping and hurting, acting as a community wherever you stand.
- Respect others: always speak the truth and keep your promises, if someone trusts you with information keep it to yourself but report the wrongdoings.
- Be fair: keep a balance on your emotions and do not punish people unnecessarily.
- Love: compassion for others, show that you care with the society.

Recommendations

Our society today is much advanced, much better than it used to be but what if the people of a society are not well mannered? With rapid urbanization and modernization, the moral values of people are degrading day by day. An individual is not able to trust anyone be it their relatives or friends. Trust, integrity, love, and brotherhood all their feelings are fading away with time. It is the moral values that teach us to share and make new friends at school but today, children are taught not to trust anyone and make less of friends.

There is cut throat competition everywhere be it schools, colleges, offices or any talent competition. In today's materialistic world, people are jealous of each other's progress but rather than being suspicious and envious one must support and co-operate each other and work united for the common welfare. In this industrialized era, most of the parents are working because of which they spend less time with their children due to which they lack moral values and are not able to differentiate between what is wrong and right. The present scenario needs to undergo a radical change as the country's future depends on its children.

- The infusion approach. In general, an *infusion approach* to character education aims to restore the formation of students' characters to a central place in schooling. Rather than simply adding on character formation to the other responsibilities of schools, such as numeracy, literacy, career education, health education, and other goals, a focus on good character permeates the entire school experience. In essence, character education joins intellectual development as the overarching goals of the school. Further, character education is seen, not in competition with or ancillary to knowledge- and skill-acquisition goals, but as an important contributor to these goals. To create a healthy learning environment, students need to develop the virtues of responsibility and respect for others. They must eliminate habits of laziness and sloppiness and acquire habits of self-control and diligence. The infusion approach is based on the view that the good habits that contribute to the formation of character in turn contribute directly to the academic goals of schooling.
- The *values clarification*, rests on little theory other than the assumption that students need practice choosing among moral alternatives and those teachers should be facilitators of the clarification process rather than indoctrinators of particular moral ideas or value choices. This approach, although widely practiced, came under strong criticism for, among other things, promoting moral relativism among students. While currently few educators confidently advocate values clarification, its residue of teacher neutrality and hesitance to actively address ethical issues and the moral domain persists.
- Other approaches. One of the most popular approaches to character education is service learning. Sometimes called community service, this approach is a conscious effort to give students opportunities, guidance, and practice at being moral actors. Based on the Greek philosopher Aristotle's concept of character formation (e.g., a man becomes virtuous by performing virtuous deeds; brave by doing brave deeds), many schools and school districts have comprehensive programs of service learning. Starting in kindergarten, children are given small chores such as feeding the classroom's gerbil or straightening the desks and chairs. They later move on to tutoring younger students and eventually work up to more demanding service activities in the final years of high school. Typically, these high-school level service-learning activities are off-campus at a home for the blind, a hospital, or a day-care center. Besides placement, the school provides training, guidance, and problem-solving support to students as they encounter problems and difficulties.
- There are several skill-development and classroom strategies that are often related to character formation. Among the more widespread are teaching conciliation and conflict-resolution skills, where students are given direct teaching in how to deal with disagreements and potential fights among fellow

students. Many advocates of cooperative learning assert that instructing students using this instructional process has the added benefit of teaching students habits of helping others and forming friendships among students with whom they otherwise would not mix.

Questions and Controversies: - Many who are hostile to religion see [this](#) renewed interest in moral education as bringing religious perspectives back into the school "through the back door." On the other hand, many religious people are suspicious of its return because they perceive it to be an attempt to undermine their family's religious-based training with a state-sponsored secular humanism. As of the beginning of the twenty-first century, however, the renewed attention to this area has been relatively free of controversy.

A second issue relates to the level of schools and the age of students. The revival of character education in our schools has been evident to a much greater degree in elementary schools. Here schools can concentrate on the moral basics for which there is wide public consensus.

A third issue relates to the education of teachers. At the beginning of the twenty-first century, the American schools are seeing the large-scale retirement of career teachers and their replacement with large numbers of new teachers. These young teachers tend to be products of elementary and secondary schools where teachers gave little or no direct attention to moral and character education. In addition, a 1999 study by the Character Education Partnership of half of the nation's teacher education institutions showed that although over 90 percent of the leaders of these programs thought character education ought to be a priority in the preparation of teachers, only 13 percent were satisfied with their institution's efforts.

Evaluation of Moral and Character Education

- There are a few character education programs with encouraging evaluation results. The Character Development Project (CDP) has more than 18 years of involvement in several K–6 schools, and in those schools where teachers received staff development and on-site support over 52 percent of the student outcome variables showed significant differences. The Boy Scouts of America developed the Learning for Life Curriculum in the early 1990s for elementary schools. , students exposed to the Learning For Life materials showed significant gains on their understanding of the curriculum's core values, but they were also judged by their teachers to have gained greater self-discipline and ability to stay on a task.
- Still, evaluation and assessment in character and moral education is best described as a work in progress. The field is held back by the lack of an accepted battery of reliable instruments, a lack of wide agreement on individual or school wide outcomes, and by the short-term nature of most of the existent studies.

Role of Teachers in Imparting Value Education

Ordinary Teachers can bring about extraordinary transformation in the society. A teacher should practice what he preaches. Teachers are a role-model for the students. Their actions convey more than their words. Students learn values from what the teachers are rather than from what they say. Teacher makes a maximum impact on the personality of a student in the formative years. Students imbibe virtues and vices knowingly and unknowingly from theses role models. Teachers demonstrate the appropriate behavior of their students by their actions. Teachers must have healthy attitude and should possess rich values. Teaching is all about attitude positive/ negative towards their job of imparting quality education. Teacher should act as a friend, philosopher and guide. A teacher is not only a source of information but is also a mentor and guardian. For this teacher must respect the teaching profession, love her subjects and students, Students will seek inspiration from teachers who have high self-esteem. A decade back or so the role of a teacher was limited to being a source of information. But today this

place is shared by books, coaching classes, multimedia technology etc. So the role of a teacher is marginalized. Role of a teacher has increased manifold.

A teacher can maintain values and nurture them. A teacher has an immense potential of bringing about a sea change in the society by demonstrating essential values of head and heart. Teacher can impart values in students by giving them instructions through discussion, experimentation and lectures and by the following mentioned ways:

- Teachers can maintain a case-study register to closely observe the students and note down the positive and negative traits of their personality. • By organizing cultural and sports events values like team spirit, sharing, spirit of cooperation, patience, courtesy etc can be imparted.
- National and religious festivals must be celebrated to foster a feeling of homogeneity.
- “Thought for the Day” should be employed in assemblies. Moral thoughts trigger in them moral thinking.
- Teachers should give importance to cooperative learning.
- Skits, role plays propagating moral values can be performed by students under the guidance of teacher.
- Teacher must tell the students to go to the libraries- the treasure house of knowledge. Classics available in the library are morally rich and inspiring.
- Teacher must explain the students the importance of meditation & yoga practices for realization or the attainment of oneness with God.
- Every day a Teacher must spent at least 5 minutes on moral lecturing.
- Impart knowledge of foreign languages to make them know different cultures.
- Organize games, excursions, visits to places of historical importance. Club activities like nature club, literary club, wildlife prevention club, social service camps, blood donation etc.
- Suicidal tendencies in students should be curbed. They must be prepared by the teacher to face the challenges of life fearlessly and with courage. The most important agent for building the character of the student is a teacher. Swami Vivekananda says that “character is nothing but a bundle of habits formed through repeated acts. It comes through “Samskaras” or past impressions. Character building can change the nation. As strong foundation is required for a strong building, strong character is required for nation-building.

Conclusion

When a problem arises, it needs to be recognized, addressed and resolved. Instead of blaming people or institutions for the results of a lack of morality in schools, we should focus our efforts on finding ways of successfully implementing character education into schools. Changes have to occur in parents, legislators, communities, and the media and educational system so that children are taught how to behave. Actualizing character education programs into schools is necessary in order. Possessing what it takes to be an ethical teacher can be a difficult task for many teachers, especially when he/she encounters unsuspecting events on a daily basis that will require an ethical decision, which may not be the exact right answer. When a teacher is faced with ethical and moral dilemmas concerning their students and profession, they use specific codes of ethics written by many educational organizations to help them make ethical decisions. Teachers do need a guide when they are faced with the decisions of what to do if a child has a learning disability, what content matter should be taught, what should be done in defense of a student and a number of other events that will require ethical decisions.

BIBLIOGRAPHY

- BERKOWITZ, MARVIN W., and OSER, FRITZ, eds. 1985. *Moral Education: Theory and Application*. Hillsdale, NJ: Lawrence Erlbaum.
- CHAZAN, BARRY. 1985. *Contemporary Approaches to Moral Education: Analyzing Alternative Theories*. New York: Teachers College Press.
- COLES, ROBERT. 1989. *The Call of Stories*. Boston: Houghton Mifflin.
- <https://education.stateuniversity.com/pages/2246/Moral-Education.html#ixzz79iFTxNfk>

Questionnaire

- To identify the ethical activity level in improving the Individual attention
- What kind of issues hinders the ethical issues in the day to day activity?
- To examine complex ethical tensions and problems that arises in educational decision making and everyday practice.
- To examine complex ethical problems that arises in educational decision making and everyday practice.
- To identify the Efficacy of the of the government expenses. Or Do you aware of government expense on student’s education and roi?
- To identify the ethical activity level in improving the Individual attention

➤ superb	➤ super	➤ ok	➤ less	➤ nil
➤ Is the standard is deteriorating in education?				
superb	super	ok	less	nil

About the author

Dr. Narasimha Murthy M.S. a postgraduate in Economics and Business Administration from Mysore University. He is a Sanskrit scholar. He has obtained M. Phil, Degree from Madurai Kamaraj University, Madurai. At present, He is working as assistant Professor the Department of Economics at Government first grade College, Hunasur Mysore District-571121. He has conducted several National level and State level seminars. He is also working as a visiting Subject Expert in Economics to Educational Multi Media Research centre (EMMRC) Mysore, sponsored by UGC Higher Education Programmes. He has initiated more than 50 compact discs for students of Economics; He has also contributed to produce E-content Programmes as well as MOOCS for Door Darshan, Vyas, Gyan Gangothri, and other T.V. Channels for Country Wide online Classroom Lecture Series. He is received his Ph.D. on the topic entitled “Mahatma Gandhiji’s perspective on the development of rural women through entrepreneurship – with special reference to Mysore district” in the department of Gandhian studies, Mysore University, Mysore. He has written ten books in the field of Economics and Management, and many International Research Articles as well as National Articles. He has got the “best international paper award” in an international conference held at Ghagiyabad U.P. for the presentation on “Rural Poverty Eradication Programmes –Issues and Challenges-With Special Reference- to Hassan District. In addition to his credit ten years MBA teaching experience in private colleges affiliated to Visveswraya Technological Universities as well as Mysore University. Earlier he worked as a PG Center Faculty in the Department o Management, TTL College, Mysore, the Dept. of Management sciences, GSSSIMS, Mysore and Srinivas Institute of Technology, Mangalore (affiliated to VTU Karnataka)...



..... naman.....