**Ethics Can’t Be Taught, But They Can Be Modeled**

 Ethics are an extension of a person’s conscience and moral behavior and, therefore, are learned through personal experiences and influences. However, research by foremost psychologist Lawrence Kohlberg found that [ethics can be taught simply through instruction](https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/can-ethics-be-taught/). Values are our guidelines for our success - our paradigm about what is acceptable. Human behavior depends on the characters defining the identity, choosing the values and establishing the beliefs. Human values includes morals, integrity, peaceful life, respecting others, honesty(Truthfulness and trustworthiness), caring, kindness, courage, sharing, time management, adjustment(co-operation), self-confidence, commitment, spirituality and Service-learning a teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. An individual learns the basic concepts of life in a contrasting milieu of personal observation and tutoring. The family sets down its own traditional behavior. With these influences setting the tone of for ground rules of rights and wrongs, teaching of ethics as a destinated subject has to cross layers of set ideas in the minds of the learners. Along with it the change in past life style of simplistic approach to holistic but complex present-day high-tech life demands the intrusion of newer life value systems. Concern and understanding therefore become the most important key words of ethics. The social upbringing of a person, the level of literacy as well as the standard of living of a social person do play and influence the learning process of ethics. In other words, the blending of professed values with operational values do determine the moral sensitivity of a person to simple day to day activities to complex issues of one's occupation. Therefore, teaching of ethics may be an attempt to justify our actions or inaction in the name of science or medicine or humanities. Technology is simply stated could be called as manipulation of nature for human well-being. Universities or places of learning generally feel apprehensive about the sudden spurt of knowledge explosion which has outpaced the general understanding of a common man who has to reap the benefits and consequences of advanced knowledge of living. When I say a common man must understand what is happening in the name of science which is going to penetrate the lifestyles of living. In other words, there is a communication gap between the advent and advancement of science and the common man. That gap has necessitated the need to teach ethics to the givers of science or policy makers so that their methods of application of science brings no harm to the simple interests of living. In other words, modern day demands that sensitivity to human feelings and needs become paramount. Logic, common sense, knowledge, technical skills, economic upliftment, health and disease and more - these aspects are juxtaposed against the value and reverence for human life. With many options in hand a giver has to face many ethical dilemmas which can be solved when one has the right science tempered with humanities in him or her. That ability to judge what is right science requires the student or teacher or scientist to learn the basics of human introspection loudly taught as ethics.

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