Declining Ethical Values in Indian Education System

Shelly [*] and Kusum Jain
Department of Philosophy, University of Rajasthan, Jaipur, India
* E-mail of the corresponding author madanmohanmahawar@yahoo.co.in

Abstract
In the pre-independence era, when few people had access to formal education and it was known that educated persons would display civilized behavior, decency, good manners and ethical conduct, on the other hand, uneducated persons would display uncivilized behavior and mostly crimes were committed by them. However, with a huge expansion of the education system, there is a marked decline in the characters, moral values. Today most of the crimes are committed by students coming out of schools and colleges and well-educated people. In most of the educational institutions, there is lack of emphasis on the concept of human development and nation building process.   Their emphasis instead is on moneymaking and materialism. This has resulted in the gradual decline of values among people. It is high time to identify the major causes of declining ethical values in Indian education system. In this paper we discuss on the probable causes of ethical deterioration i.e. corruption, privatization, absence of teacher, undue political interference etc. The only way to arrest this decline is in providing value-orientation in Indian educational system. In India, it is necessary to increase ethical values, philosophical thinking, study, research and moral development in education system.
Keywords: Indian Education System, Ethical deterioration, Corruption

1. Introduction

Education is not simply imparting knowledge in a particular faculty or subject or making one fit for securing jobs or fair well in exams, but at the same time is also a training in logical thinking which helps the coming generations adjust to the ever changing environment. It also means opening the doors of the mind, cleansing the soul and realization of the self (Pabla, 2011). Education should aim at making human life better not only through economic upliftment of individual but also through social, moral and spiritual strengthening. This will not only improve human life but also realize the "higher truth" i.e. "*Tamaso Ma Jyotirgamaya*" from darkness to light. Thus education is not only a way of earning but it also helps to develop human personality with skills, values, morals and enhancement of different attributes of man. So education is a vital means for the potentialities of a human being to emerge in a positive direction so that a man can live in society with full of dignity (Bordoloi, 2011).

Ethics is a branch of philosophy that deals with the morality; the word ethic has been derived from the Greek word 'ethos' which means character (Pabla, 2011). Aristotle was one of the first great philosophers to define the ethics. To him, ethics was more than a moral, religious or legal concept. To determine what is ethically good for the individual and for the society, he said, it is necessary to posses three virtues of practical wisdom: temperance, courage and justice (Pabla, 2011).

Values are the guiding principles of life that contribute to the all round development of an individual. Values also add a good quality to the life and it should also contribute to the welfare of family, the community and the nation (Pathania, 2011). Education is a tool for total development of human, if any one aspect of human personality is ignored, it can result very adversely. Without imparting values and morals in education, human development will be incomplete. Values and morals are inbuilt in human being and Education should help in the improvement of human character and recognition of their inner purity, so the essential part of education system should emphasize the values and morals with other development.

If we look at ancient education system of India, we can realize that their education system was very prosperous, value-based, and skills were developed. In ancient time, the teachers were concerned about total improvement of students which includes their intellectual level, understand their abilities, be aware of responsibilities, regards for elders, appreciation for cultural heritage, responsibility towards their fellow classmates. However, these above qualities are not seen in the present education system. Due to various changes such as modernization, industrialization, urbanization, privatization, globalization as well as influence of western culture accompanied many problems and evils in Indian society that cause declining ethical values in Indian education system (Pathania, 2011). This system has definitely increase literacy rate but not helps in creating educated persons in the society and as a result it does not produce ideal citizens in the country. The main objective of Indian students has remained how to take degree, to earn money and to be careerist without consideration of ethical values and national spirit in their life. People always criticize Indian educational system alone because it is based on the British education system which has been adopted by them, however they are

well developing the British given economy system, judicial system, administrative system and parliament system. Today the Indian society is bound to encounter new and perpetual problems. We see rampant corruption and decrease in ethical values, unlawful activities, inhuman behavior and immoral consumption, which is slowly breaking the structure of Indian society, nation and the world. It is high time to identify the major causes of declining ethical values in Indian education system.

In this paper we identify the major causes of declining ethical values in Indian education system. We discuss on the probable cause of ethical deteriorations in education system i.e. corruption, privatization, absence of teacher, undue political interference etc.

2. Causes of ethical deterioration in Indian education system
2.1 Corruption
The major cause of ethical deterioration in education system is rapidly spreading corruption. There was a time when corruption was only in Government offices, private institutions, police stations etc. But, now a day's corruption has spread its roots in education system also. Corruption in the education sector can be defined as "the systematic use of public office for private benefit, whose impact is significant on the availability and quality of educational goods and services as a consequence on access, quality or equity in education" (Hallak and Poisson, 2001). Corruption in education can include bribes and illegal fees for admission and examination; academic fraud; withholding teacher salaries; preferential promotion and placement; charging students for "tutoring" sessions to cover the curriculum needed to pass mandatory examinations which should have been taught in the classroom; teacher absenteeism; and illegal practices in textbook procurement, meal provision, and infrastructure (Patrinos and Ruthkagia, 2007). Corruption on the based on magnitude can be differentiating between 'grand' and 'petty' corruption: Grand corruption where high-level officials and politicians involved for example, fraud in public tendering for school construction or textbook production. It usually has a high economic impact. Whereas Illegal fees paid by parents to school to get their children admission, or to pass their exams are some of the examples of Petty corruption. However, it is usually has a limited economic impact, but it can have a severe social impact (Hallak and Poisson, 2007). The economic impact is higher when corruption involves large government purchases, but the number of people affected is much greater when corruption involves education services (Rosea and Mishler, 2010). India have IITs, IIMs, AIIMS, BITS, CSIR, Space Research and Atomic Energy Commission that rank among the best institutes in the world and on the contrary, most of the schools in the country do not even have the minimum basic infrastructure (Singh and Purohit, 2011). In the recent times, many Indian educational institutes are under the clutches of corruption cases. According to a recent government report two-third of India's colleges and universities are below standard (Uttara Dukkipati, 2010). Recently MRD ministry has decided to derecognize as many as "44 deemed universities" (Gupta and Gupta, 2012). In this deemed university status swindle, the status was granted with a massive violation of the University Grant Commission rules. After the investigation of the 130 deemed universities status, 44 had abysmal academic and physical infrastructure and are example of nepotism type of corruption.

2.2 Privatization of educational institutes
Privatization of educational institutes is another major cause for the declining ethical values in education system. Privatization of education has emerged in several forms in the recent decade in India. Government allowed to opens self-financing private institutions with recognition, which may be termed as commercial private education institutions (Singh and Purohit, 2011). With the mushrooming of these private institutes in the modern era, the education has acquired the status of a marketable commodity, where educational institutes are the traders and students are the customers (Garg and Kaur, 2012). These institutions started courses on any discipline without basic infrastructure and qualified teaching faculties. They are appointing those teachers that are low salaried and far away from the standards. In this environment, teachers do not have any Job security, so that they always do as management desire and they are morally down in the dumps. Most of these teachers do not teach properly and when the exams are near, question papers are arranged for students. Many times teachers help students in examinations through unlawful, unethical manners. Teachers who indulge in unethical practices are arguably unfit for teaching values such as civic education, moral values, honesty and integrity (Hallak and Poisson, 2005). The uncontrolled growth of private education especially in engineering, medical, dental, nursing and management disciplines created a huge unwaged youth and the professional degrees are made into a commodity and are being sold (Singh and Purohit, 2011). Due to the mechanical and pragmatic process the private institutes are unable to produce a complete 'human capital' with ethical standards. In contrary every year they producing thousands of money minded machines and India have the world's largest number of unskilled, untrained and unpaid professionals (Garg and Kaur, 2012). This kind of ethical deterioration not only has economic impact but it also has a severe social impact on society.

2.3 Teachers' absenteeism
Teachers are the role models of students and in most rural communities, they are the most educated and

respected personality. Teachers are the spreader of knowledge who helps developing pupils' understanding, attitudes, skills, learning, and core values (Patrinos and Ruthkagia, 2007). While simultaneously those teachers are mostly absent from classes providing negative role models for students. Education is now in the grasp of corruption because of high rate of teacher absenteeism. The UNESCO's International Institute of Educational Planning study on corruption in education state that there is 25% teacher absenteeism in India which is among the highest in the world. In Bihar two of every five teachers were reported absent, the figure in UP was reported to be one-third of the total teachers. Ghost Teacher does not just affect quality of education but it is also a huge drain on resources resulting in the wastage of 22.5% of education funds of India (Hallak, and Poisson, 2005). Teacher absenteeism is one of the most serious causes of ethical declining of education. It greatly reduces the overall effectiveness of the school, diminishes pupils' achievements, damages the school's reputation, and induces pupil absenteeism (Bray, 2003).

2.4 Political *Interference*

There was a time when an entire generation of dedicated teachers was presents in India, who was motivated by ideals and principles that were embedded in the social value system. The number of such teachers has substantially declined. Political interference is considered one of the most important causes for the declining ethical values in education system of India. The policy relating to recruitment, promotion and transfer of teachers in the education system are yet not formed in many states and thus the human resource management in education is not well organized in India. The political interference is largely responsible for misuse of human resource management in education. Political parties often use many teachers as their party workers and these teachers also participate willingly in politics. Those teachers who are very close to political leaders have records of misconduct and unethical behavior such as irregularity in class teaching, becoming absent from the school without taking leave. Political leaders, high-level bureaucrats and members of the teacher unions also attempt to influence decision-making regarding the recruitment and transfer of teachers. Favoritism, nepotism and bribes are major types of misconduct in teacher's appointment, posting and transfer. So the moral and ethical commitment of teachers has gradually decreased over the years due to political interference (Nuland and Khandelwal, 2001).

2.5 Lack of value education in curriculum

In ancient India, the Vedas, the Upanishads, the epics manifested and upheld the values of Indian society. Imparting value education was the main aim of the teachers of the ancient age (Pathania, 2011). The family system in India has a long tradition right from the ancient practice of the Gurukul system. In the ancient time people lived in compound families and elder taught stories to child at home that develops moral values and after that in Gurukul they also primarily taught value education. Therefore, ancient time value education begins at home and it has continued in schools. However, with modern developments and a fast changing role of the parents, it has not been very easy for the parents to impart relevant values in their wards. Today people mostly live in nuclear families and parents are involved in their jobs and they cannot sprout values at home. Present School curriculum lack emphasize on value education. At present value education is not started at home nor taught at schools in India. Although value education is included in the primary education curriculum but at the adolescent or adult stage, which are the most sensitive stages to build the character of the youth, the curriculum finds no space to value education. However the present curriculum makes them perfect money makers, the best politicians, the well- known doctors, the skillful engineers, the greatest musicians, the marvelous actors but fails to make then realize a bit to their identity as human beings (Bala Harish, 2011).

3. Discussion -

The present education system seems like factories which is producing many literate persons but they are unsuccessful in the struggle of life. In present scenario, education means how to earn money or job and the aspect of values and morals is completely neglected. This attitude has increased many perpetual problems in Indian education system. Today most of the unsocial activities are being committed by well-educated new generation. The relationship between teacher and student lack confidence towards each other. Students lack humanitarian attitude towards other persons, family, society and the nation. Thus, there is greater urgency to think about ancient education system in India.

At present, almost all countries of the modern world are competing in almost every sector: political, economic, military and cultural. All countries well realize that one of the most important aids in this competition is education, so these countries have become more actively involved in organizing, supervising, encouraging and controlling education.(Wisadavet, 2003).

After independence many commission, committee, policies were setup to improve Indian education system, but the   improvement is not satisfactory because the curriculum is based on social and intellectual dimension of education and less weightage is given to values and morals. So the impact of Indian education is not fulfilling its desired needs and aspirations. Indian Students are self-centered and their prime target is job security at the first

opportunity in the present time. They have scant respect to the sacrifice of Indian freedom fighters; disobey their teachers, never sensitive to social and cultural heritage etc. Students are not compromising in life's responsibility as they found themselves helpless in life's testing circumstances. The student's knowledge seems to be memorized and sharp but their skills, values, morals and spirituality developments are limited in present education system.

If the present education system is allowed to continue, it will fast result in suspicious teacher student relationship, increase violence in the society, corruption, crimes, disrespect of the parents, the fabric of joint family will be torn thereby result in nuclear families, the sacred institution of marriage is gradually diminishing and which will fast result in live in relationship. Everybody wants to be literate, but no one is thinking about excellence.

Our education system has currishly grown in areas like technology sector. In this sector, Indians have proved themselves but in real life, they lack some essential human character. Technical, scientific, astronomical, I.T. and other such education is essential to compete with other developed or developing nations but the element of values and moral based education is also essential so the citizens will be civilized and the country will get its past glory of rich heritage. School is the common platform for all children coming from various backgrounds. Therefore, schools should have to conduct various value education activities that meet the rising needs of modern society (Sailaja B, 2001). These activities should concentrate on the development of the children, young adults and teacher while focusing on areas like happiness, humanity, cooperation, honesty, simplicity, love, unity, peace etc.

4. Conclusion

The declining of ethical values in education system will give rise to unskilled professionals, undisciplined students. This trend needs to be addressed if India has to survive as a nation and acquire its due place in the world. Corruption, privatization, absence of teacher, undue political interference is the probable causes of ethical deterioration of Indian education system. The only way to arrest this deterioration is to provide value-orientation in Indian educational system. Thus there is an urgent need to re-introduce value based education in the curriculum dealing specifically with human values, to redesign the fabric of Indian educational system. In India, it is necessary to increase ethical values, philosophical thinking, study, research and moral development in education system.

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