Ethical Moral values & Indian Education System

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Abstract
Morality Refers to personal or cultural value codes of conduct or social values. It is fact that morality play important role in an individual life as well as society, we learn moral values from family and education. These are the two important institutions, where we learn how to behave in a society. In the pre-independence era, when few people had access to formal education and it was known that educated persons would display civilized behaviour, 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, ethical 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.

Purpose –This report focuses on to understand the concept of Morality, Ethics and Education, on the possible causes of ethical deterioration i.e. corruption, privatization, etc. providing value-orientation is the only way to seize this decline in Indian educational system. In India, it is essential to increase ethical moral values, philosophical thinking, study, research and moral development in education system.

Design/methodology/approach —The study was based on existing research and secondary data from various sources.
Findings- the result shows -ethical deterioration in Indian education system, Lack of value education in curriculum, Corruption in Education Field, Guru & Shisya Bounding Going Away etc.

Research limitations/implications –The method we chosen may be the source of a significant limitation that had emerged during our interpretation of the results

Practical implications – we didn't interview a group of people that we later wish we had.

Originality/value – This relatively small sample gives the first insight into the concept of morality Ethics and moral development in Indian Education System.

Keywords- Ethics, Indian education system, decline, Moral & Values

Paper type- Research Paper

Introduction

Do Moral values still exist in this world? 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 (Physical, mental and spiritual ) level, understand their abilities, be aware of responsibilities, regards for elders, appreciation for cultural heritage, responsibility towards their fellow social group. However, these above qualities are not seen in the present education system. Before discussing these issues there is a need to understand the concept of moral values, ethics & Education.

1. Concept of Moral Values, Ethics and Education-What is Morality?:Morality Refers to personal or cultural value codes of conduct or social values. Morality can be a body of standards or principles derived from a code of conduct from a particular Philosophy, Religion or culture, or it can derive from a standard that a person believes should be universal. Morality may also be specifically synonymous with "goodness" or "rightness." In morality people have strong beliefs
about what’s right and wrong. Yet even through morals can vary from person to person and culture to culture, many are practically universal, as they result form of basic human emotions. We think of moralizing as an intellectual exercise, but more frequently it’s an attempt to make sense of our gut instincts. Term “morality” can be used either a) descriptively to refer to some codes of conduct put forward by a society or some other group, such as a religion, or accepted by an individual for her own behavior or b) Normatively to refer to a code of conduct that, given specified conditions, would be put forward by all rational persons.

**Moral Values in Education**: The moral values in humans are going away, every generation losing some extent of morality. Rushmore Kidder pointed 5 important moral values

- Honesty
- Respect
- Responsibility
- Compassion

These moral values have great importance in human life for living peacefully.

**So What are Ethics?** - 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 possess three virtues of practical wisdom: temperance, courage and justice (Pabla, 2011).

**Why Ethics is so important?** The simplest and best answer for this is to save humanity on planet and which means to save our planet, We humans forgetting that we are spoiling everything. The greedy human losing his control, we destroy everything and everyone for the sake of money. Education should not be business, the most important objective of education should be to equip the students with ethical values. “Humans are the only living being who pays to live “, of course we cannot say everything is wrong but there is no limit for his act. Ethics in education
might bring the change. What kind of ethics we are talking here? According to Rushmore Kidder’s research, we are talking about the following ethics in education-

Ethics of justice

Ethic of Critique

Ethic of Care

Ethic of profession

**Education:** 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). 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.

**Ancient 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. The history is awesome every Indian will feel proud if we look back to our history. We knew mathematics, we derived theorems, we discovered planets, we calculated distance of sun to earth thousands of years ago and also distance between earth and many other planets, yeah many more such facts and figures are there. But how could India was so great? How it was possible to gain such knowledge? The research reveals that our solid education system was the reason for that. Ancient Education system was a meaningful education system; the idea of education has been very grand, noble and high in ancient India. It aim was “training for completeness of life” and the molding of character of men and women for the battle of life. As quoted by Swami Vivekananda education was for “Man Making and Character Building”. But what were the methodologies of that education? What was so different about it? Below are few of methodologies of that great education system-

Complete Brahmacharya: student will initiate his Brahmacharya phase through Upanayana. A student will be self discipline and self controlled. All sort of pleasure will be avoided and he must do all the work given by a Guru. Learning of Vedas: Vedas plays an important role in ancient education system, there are four vedas. Rigveda contains 1028 hymns and contains 10,522 verses. It teaches stages of life like family life, forest life and renunciation. Yajurveda teaches how to perform sacrifices in life and it has 1,984 verses. Samaveda is study of music, it has 1,875 verses. Atharvaveda is the study of medical sciences and has 5,977 verses. Vedas plays an important role in ancient education system Vedas teach our culture, the meaning of life, how we should live, what is right and what is wrong. Ultimately it is learning of Karma, learning of dedication. Vedas are the roots of Hindu Religion. Learning phases in Ancient Indian Education System: Every student would undergo three phases (Sravana, Mañana, Nidhyaasana) every day. Every phase has its own importance, though they look simple but they were very effective.

- **Sravana**-Means listen and understand. One should understand that it is not just hearing, hearing is different and listening is different.
- **Mañana**-Is reflecting the things we listened (Sravana). It is discussing the truth of opinions. In this especially Guru will raise the questions, students will answer and the point will be discussed in group.
Nidhyaasana- Complete comprehension by the student of the truth that is taught so that he may live the truth and not merely explain it by words. It is the realization of truth.

**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. Today the Indian society is bound to encounter new and perpetual problems. We see uncontrolled 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 Morality, Education and major causes of declining moral values in Indian education system.

3. **Causes of ethical deterioration in Indian education system:**

A) **Privatization of educational institutes:** The education to enrich human life, and who ensures the quality and standard of values maintained but large Catastrophe to bring students to the anticipated ethics in values and beliefs. Universities award degrees and certificates without ensuring the related quality. Privatization of educational institutes is a 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 open 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
inexaminations 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 institutions 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.

B) 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). 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 them realize a bit to their identity as human beings (Bala Harish, 2011).

C) Corruption in Education Field:

The major cause of ethical degeneration 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.

D) Educator's pedagogy - does not engage properly teaching methodologies. Evaluation stresses on routine remembrance. Curriculum design is done by the university and little collection of topics and subjects out of the syllabus. The accumulation or presentation of data is not enough to decide the criteria for quality education.  

E) Guru & Shisya Bounding Going Away: There are many more things to discuss, students should learn to respect Guru (Teacher), A guru should selflessly teach his Shishya (Student), these days the bounding between Guru-Shishya is going away, there is no respect on guru. Education becoming a business rather than a media to change the society. Dr K. C. Chakrabarty, Deputy Governor, RBI has done enough research on Indian Education System and he pointed the importance of ethics in education.
4. Some Other Causes and How can we Impart Ethics in education:

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).

Inadequate Govt. Policies: 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 weight age is given to values and morals. So the impact of Indian education is not fulfilling its desired needs and aspirations. They have inadequate 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 curiously 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, unit, peace etc.
Teacher’s Training: The need for integrating teacher education into the quality of education is evident in the discussion of recent years. In the report "Moving Towards a Learning society(1995)" the writers have posed a very good question: How can one hope to have a high quality of basic education, if quality is not a prime objective of teacher training? The extensive report on teachers' needs for continuing education has shown that teachers keep up with the times and need continuing education not only for changes resulting from administrative reforms but also in order to upgrade their knowledge of their own subject. This concerns the teaching staff both in general education and in vocational education and training (Jakku-Sihvonen and Rusanen 1999). In the teachers' opinion, continuing education is particularly meaningful when based on both theoretical and practical knowledge (Meriläinen 1999).

Special attention should be paid on the principals' education: The role of the principal in creating the working culture and atmosphere of the school is central. In developing the quality of education it is in particular the management competence of the principals that make the difference; therefore, special attention should be paid on the principals' education.

An ethics foundation course, integrating ethics in other subjects across the curriculum, and offering some other initiatives like hosting guest speakers and offering live learning projects, in order to expose students to ethics training.

Conclusion

Nelson Mandela said “Education is the most powerful weapon which you can use to change the world”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 in education, privatization, undue political interference and Inadequate Teaching pedagogy are the probable causes of ethical declining 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 reintroduce value based education in the curriculum dealing specifically with human values, to redesign the fabric of Indian educational system. Education should not be business; the most important objective of education should be to equip the students with ethical values. In India, it is
necessary to increase philosophical thinking, to equip the students with ethical values, study, research and moral development.

2. Morality and Indian Society: Morality and Indian society have a close relation between them. India is a origin of moral value. India is ancient civilization. Vedas were written here. Buddha got divine knowledge here. We are proud of our rich cultural, historical and spiritual heritage for which, we are well known around the globe. But today, have we kept those ideals, values and principles close to our hearts, which were so dear to our ancestors?

What are morals? For an average Indian, whether he is illiterate or educated, morals are the code of conduct stipulated in the sacred and ancient scriptures. Such codes are instilled in a person right from his birth and later fortified by the society and religions through continuous rites, rituals, prayers, festivals, art, literature, music and so on. Every aspect of man’s life in India is overwhelmingly engulfed in the traditional religious morality. For most of the Indians there have never been occasions to either review or critically analyse any of the codes of morality they are so faithfully adhering to. Hardly any believer could explain why he is following such codes. When someone tries to point out the lack of logic in his adherence he would rather burst out with a fit of fury without taking even the slightest pain to examine it. Emotion and sentiments are so full in him not to allow any space for reasoning.

Let’s remember what Socrates said “The unexamined life is not worth living.” These moral codes created and stipulated long ago, by the most barbarous, illiterate, ignorant and irrational beings are being accepted even today after so much of development, progress and achievements in science. People, like flocks of animals, fall into a mechanical devotion to the codes, stifling totally any resurgence of reason in the process.

Religion is the greatest and most distinguished faculty of man. This faculty draws a distinct line between himself and the world of animals. The most marvelous inventions that have changed the face of this earth in a span of some 100 years are the direct sequence of man’s effort in tapping the source of his own reason. It is often pointed out that the life of an average man today is infinitely more comfortable and luxurious than the life of an emperor some hundred years ago. Mankind has profited so much in terms of health, comfort and luxuries with the brilliant use of reason, in the field of science, technology and research. But most mysteriously this same faculty
reason remains completely unused and rusted in the field of religion. Even today there are many instances of great scientists, intellectuals and scholars subscribing to superstitious practices. This contradiction, which is a shocking one, is allowed to sustain in this country with such a barefaced indifference to reason.

The notions of morals in India were fully drafted by persons who had no idea of human nature or even morality. In fact some of their prescriptions are highly immoral and anti social. These codes were formulated by persons who had no idea of the universe and its various ins and outs. They functioned most irrationally in creating the codes, mainly out of fear, ignorance, a feeling of insecurity, greed for exploitation and faulty assumptions. None of them can pass even the most basic test of reason. Besides being unexplainable, these codes are also highly contradictory, confusing and changeable according to the exigencies of time and situation. Basically, every moral action is blindly justified by a belief in god. While they so adamantly adhere to these beliefs, no one has ever attempted to know anything about such a god, or the source of communication from him. The communication medium is once again shrouded with unbelievable, unreasonable and unscientific stories. Do the messages received in this way, reach us in tact? There have been time and again innumerable interpolations in these teachings, age after age. What is most fascinating is, even today, with so much of advancement of science, millions of believers still cling on to such thoughtless, unacceptable stories.

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