ETHICAL VALUES AND EDUCATION

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INTRODUCTION

Education is a fundamental factor which decides the fate of the nation. Quality education provides good human resource to the country whereas substandard education creates many types of hurdles in the way of developmental process like religion fanaticism, incompetent man power, social evils etc. Basic reason of having the gap between developed and developing countries is due to the difference in educational standard. The quality education largely depends on the policy framers and its implementation. Our bureaucratic system shows its rigidity towards the implementation of the educational policy instead of working with the spirit of the preamble of the constitution as well as its Directives Principles of the State Policy. Unfortunately, both political and permanent executives have the absence of ethical values to make the country educationally strong. It is noted that the code of conduct and service rules are not followed sincerely by the officials and they have indifferent attitudes towards the execution of different laws and education policy. It is reflected in the latest Act of The Rights of Children to Free and Compulsory Education Act, 2009 for all children until they complete the age of fourteen years. They just complete paper work for the purpose to improve the educational standard. Haryana state has started no detention policy for the students, according to which no student will be failed up to the eighth standard. It means the foundation of the student is being ignored by the government. From top to bottom level, moral and ethical values are ignored. Education is no far away from this malpractice. There is a mushroom growth of educational institutions in the states and they are just producing the degree holders not human resource of excellence for the nation. Educational standard is getting deteriorated day by day. Those economically well sounded are able to provide quality education to their children and poor people are struggling for the fundamental education. The fee structure of the private schools is beyond the reach of common man in the country. In the real sense, private sector is just concerned with profit making not for imparting education.
Although, private educational institutions have good infrastructural facilities but these are far away from the reach of common people. A large number of people are living below poverty line who struggling for livelihood and quality education is only a dream for them. For this worse situation of education in the country the education policy is responsible. As per a scheme, government is providing mid-day-meal to the children with the objective to retain the children in the schools and to attract who are not admitted in the schools. No doubt, government has been succeeded in achieving this objective. But had the government tried to know whether the students getting quality education in public schools or not, this is the question to be answered. Only mid-day-meal like scheme can ensure the retaining the students in the schools not quality education. The quality of education has come down because of several factors. And at higher level of education, government is busy in distributing the degrees to the unemployed youth and is giving new affiliation to new educational institutions in all streams by neglecting the basic requisite infrastructural facilities. Government is not sincere and committed for imparting quality education to citizens and has not authenticated vision for the same. There is overlapping of programmers and schemes for the betterment of educational standard. And policies are framed by those who are not familiarised with the grassroots realities. Corruption is the major hurdle in the way of implementation of policies and programmes of education. Government has made the administrative structure more complex by framing new educational agencies and designation instead of making prevailing system active. At present, our education system is facing crucial problems including lacking of sustainable policy for education, improper infrastructure in educational institutions especially, run by government, lack of futuristic clear vision regarding education, etc. these problems can be solved with politically commitment having patriotic zest, bureaucratic moral responsibility to imbibe ethical and nationalistic values in the teachers through training. State Government should not open new educational institutions until old ones equip themselves with all infrastructural facilities, recruitment of deserving candidates in teaching, disaffiliation those institutions which do not fulfill all necessary requirements and supervision, monitoring and evaluation of the educational institutions must be done regular basis without any bias.

VALUES, MORALS AND ETHICS

Differences among the values, morals and ethics, are all about behavioural rules. It seems exchangeable to use them, but the differences can be important when persuading others.

VALUES

Values are the rules by which we make decisions about right and wrong, should and shouldn't, good and bad. They also tell us which are more or less important, which is useful when we have to trade off meeting one value over another. Beliefs of a person or social group in which they have an emotional investment (either for or against something) "he has very conservatives values"

MORALS

Morals have a greater social element to values and tend to have a very broad acceptance. Morals are far more about good and bad than other values. We thus judge others more strongly
on morals than values. A person can be described as immoral, yet there is no word for them not following values. It can be defined as motivation based on ideas of right and wrong.

**ETHICS**

You can have professional ethics, but you seldom hear about professional morals. Ethics tend to be codified into a formal system or set of rules which are explicitly adopted by a group of people. Ethics are thus internally defined and adopted, whilst morals tend to be externally imposed on other people. If you accuse someone of being unethical, it is equivalent of calling them unprofessional and may well be taken as a significant insult and perceived more personally than if you called them immoral. Ethics are the rules or standards governing the conduct of a person or the members of a profession. Ethics of principled conviction asserts that intent is the most important factor. If you have good principles, then you will act ethically.²

**CORE ETHICAL VALUES**

Trustworthiness, respect, responsibility, fairness, caring, and citizenship are six core ethical values. Using core ethical values as the basis for ethical thinking can help detect situations where we focus so hard on upholding one value that we sacrifice another e.g. we are loyal to friends and so do not always tell the truth about their actions.³

- **TRUSTWORTHINESS**

Trustworthiness concerns a variety of behavioral qualities — honesty, integrity, reliability and loyalty.

**HONESTY**

There is no more fundamental ethical value than honesty. We associate honesty with people of honour, and we admire and trust those who are honest. Honesty in communications is about intent to convey the truth as best we know it and to avoid communicating in a way likely to mislead or deceive.

There are three dimensions:

**TRUTHFULNESS:** Truthfulness means not intentionally misrepresenting a fact (lying). Intent is the crucial distinction between truthfulness and truth itself. Being wrong is not the same thing as being a liar, although honest mistakes can still damage trust.

**SINCERITY/NON-DECEPTION:** A sincere person does not act, say half-truths, or stay silent with the intention of creating beliefs or leaving impressions that are untrue or misleading.

**FRANKNESS:** In relationships involving trust, honesty may also require us to volunteer information that another person needs to know.
Honesty in conduct prohibits stealing, cheating, fraud, and trickery. Cheating is not only dishonest but takes advantage of those who are not cheating. It’s a violation of trust and fairness.

Not all lies are unethical, even though all lies are dishonest. Occasionally dishonesty is ethically justifiable, such as when the police lie in undercover operations or when one lies to criminals or terrorists to save lives. But occasions for ethically sanctioned lying are rare - eg saving a life.

INTEGRITY

There are no differences in the way an ethical person makes decisions from situation to situation - no difference in the way they act at work and at home, in public and alone. The person of integrity takes time for self-reflection so that the events, crises and the necessities of the day do not determine the course of their moral life. They stay in control.

The four enemies of integrity are:

- Self-interest — Things we want
- Self-protection — Things we don’t want
- Self-deception — A refusal to see a situation clearly
- Self-righteousness — An end-justifies-the-means attitude

RELIABILITY

When we make promises or commitments to people our ethical duties go beyond legal obligations. The ethical dimension of promise-keeping imposes the responsibility of making all reasonable efforts to fulfill our commitments.

It is also important to:

AVOID BAD-FAITH EXCUSES: Honourable people don't rationalize noncompliance or create justifications for escaping commitments.

AVOID UNWISE COMMITMENTS: Before making a promise consider carefully whether you are willing and likely to keep it. Think about unknown or future events that could make it difficult, undesirable or impossible to keep your commitment. Sometimes, all we can do is promise to do our best.

AVOID UNCLEAR COMMITMENTS: Since others will expect you to live up to what they think you have promised to do, be sure that, when you make a promise, the other person understands what you are committing to do.
LOYALTY

Loyalty is about promoting and protecting the interests of certain people, organizations or affiliations. Some relationships — husband-wife, employer-employee, citizen-country — create an expectation of loyalty.

PRIORITIZING LOYALTIES: Because so many individuals and groups make loyalty claims on us, it is often impossible to honor them all simultaneously. Consequently, we must rank our loyalty obligations in some rational fashion. In our personal lives, for example, it’s perfectly reasonable, and ethical, to look out for the interests of our children, parents and spouses even if we have to subordinate our obligations to other children, neighbors, or co-workers in doing so.

SAFEGUARDING CONFIDENTIAL INFORMATION: Loyalty requires us to keep secrets or information learned in confidence.

AVOIDING CONFLICTING INTERESTS: Employees and public servants have an additional responsibility to make all professional decisions on merit not personal interests. Their goal is to maintain the trust of the public.

RESPECT

Respect is about honouring the essential worth and dignity of all people, including oneself. We are morally obligated to treat everyone with respect, regardless of who they are and what they have done. We have a responsibility to be the best we can be in all situations, even when dealing with unpleasant people.

Respect focuses on:

CIVILITY, COURTESY AND DECENCY: A respectful person is a good listener. The respectful person treats others with consideration, conforming to accepted notions of taste and propriety, and doesn’t resort to intimidation, coercion or violence except in extraordinary and limited situations to teach discipline, maintain order or achieve social justice.

TOLERANCE: An ethical person accepts individual differences and beliefs and judges others only on their character.

RESPONSIBILITY

Life is full of choices. Being responsible means being in charge of our choices and therefore our lives. It means being accountable for what we do and who we are. It also means recognizing that what we do, and what we don’t do, matters.

ACCOUNTABILITY: An accountable person is not a victim and doesn’t shift blame or claim credit for the work of others.
PURSUIT OF EXCELLENCE: The pursuit of excellence has an ethical dimension when others rely upon our knowledge, ability or willingness to perform tasks safely and effectively.

DILIGENCE: Responsible people are reliable, careful, prepared and informed.

PERSEVERANCE: Responsible people finish what they start, overcoming rather than surrendering to obstacles and excuses.

CONTINUOUS IMPROVEMENT: Responsible people look for ways to do their work better.

SELF-RESTRAINT: Responsible people exercise self-control, restraining passions and appetites (such as lust, hatred, gluttony, greed and fear). They delay gratification if necessary and never feel it’s necessary to "win at any cost."

FAIRNESS

Fairness is a tricky concept. Disagreeing parties tend to maintain that there is only one fair position - their own. But while some situations and decisions are clearly unfair, fairness usually refers to a range of morally justifiable outcomes rather than discovery of one fair answer.

PROCESS: A fair person uses open and unbiased processes for gathering and evaluating information necessary to make decisions. Fair people do not wait for the truth to come to them; they seek out relevant information and conflicting perspectives before making important decisions.

IMPARTIALITY: Decisions should be unbiased without favouritism or prejudice.

EQUITY: It is important not to take advantage of the weakness, disadvantage or ignorance of others. Fairness requires that an individual, company, or society correct mistakes, promptly and voluntarily.

• CARING

Caring is the heart of ethics. It is scarcely possible to be truly ethical and not genuinely concerned with the welfare others. That is because ethics is ultimately about our responsibilities toward other people. Sometimes we must hurt those we care for and some decisions, while quite ethical, do cause pain. But one should consciously cause no more harm than is reasonably necessary.

• CITIZENSHIP

The concept of citizenship includes how we ought to behave as part of a community. The good citizen knows the laws and obeys them - but they also volunteer and stay informed on the issues of the day. Citizens do more than their "fair" share to make society work, now and for future
generations. Citizenship can have many expressions, such as conserving resources, recycling, using public transportation and cleaning up litter.

ETHICS IN PUBLIC LIFE

Ethics is grounded in the notion of responsibility and accountability. In democracy every holder of public office is accountable ultimately to the people. Such accountability is enforced through a system of laws and rules, which the elected representatives of the people enact in their legislatures. Ethics provides the basis for the creation of such laws and rules. It is the moral ideas of people that give rise to and shapes the character of laws and rules. Our legal system emanates from a shared vision of what is good and just. The fundamental principle in a democracy is that all persons holding authority derive it from the people; in other words, all public functionaries are trustees of the people. With the expansion of the role of government, public functionaries exercise considerable influence over the lives of people. The trusteeship relationship between the public and the officials requires that the authority entrusted to the officials be exercised in the best interest of the people or in ‘public interest’.  

The role of ethics in public life has many dimensions. At one end is the expression of high moral values and at the other, the specifics of action for which a public functionary can be held legally accountable. Any framework of ethical behaviour must include the following elements:

- Codifying ethical norms and practices.
- Disclosing personal interest to avoid conflict between public interest and personal gain.
- Creating a mechanism for enforcing the relevant codes.
- Providing norms for qualifying and disqualifying a public functionary from office.

A system of laws and rules, however elaborate, cannot provide for all situations. It is no doubt desirable, and perhaps possible, to govern the conduct of those who occupy positions in the lower echelons and exercise limited or no discretion. But the higher the echelon in public service, the greater is the ambit of discretion. And it is difficult to provide for a system of laws and rules that can comprehensively cover and regulate the exercise of discretion in high places. One of the most comprehensive statements of what constitutes ethical standards for holders of public office came from the Committee on Standards in Public Life in the United Kingdom, popularly known as the Nolan Committee, which outlined the following seven principles of public life:

SELFLESSNESS: Holders of public office should take decisions solely in terms of public interest. They should not do so in order to gain financial or other material benefits for themselves, their family or their friends.

INTEGRITY: Holders of public office should not place themselves under any financial or other obligation to outside individuals or organizations that might influence them in the performance of their official duties.
OBJECTIVITY: In carrying out public business, including making public appointments, awarding contracts or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

ACCOUNTABILITY: Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

OPENNESS: Holders of public office should be as open as possible about all the decisions and actions they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

HONESTY: Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

LEADERSHIP: Holders of public office should promote and support these principles by leadership and example.

These principles of public life are of general applicability in every democracy. Arising out of such ethical principles a set of guidelines of public behaviour in the nature of a code of conduct becomes essential for public functionaries. Indeed any person who is privileged to guide the destiny of the people must not only be ethical but must be seen to practice these ethical values. Although all citizens are subject to the laws of the land, in the case of public servants there must be standards of behaviour more stringent than those for an ordinary citizen. It is at the interface of public action and private interest that the need arises for establishing not just a code of ethics but a code of conduct. A code of ethics would cover broad guiding principles of good behaviour and governance while a more specific code of conduct should, in a precise and unambiguous manner, stipulate a list of acceptable and unacceptable behaviour and action.

ETHICS EDUCATION

Ethics education is about recognizing the real power of one’s innate ethical sense and how it influences our behavior. In this way we can free reason to become a tool to truly guide our actions. Without the wisdom that results from understanding one’s innate ethical self, reason remains a powerful propaganda prop for unchallenged intrinsic human ethical imperatives. Human beings have an innate ethical sense that urges them to make predictable choices. Although most people believe that their actions are guided by logic and reason, reason often acts only as a mechanism to justify these choices. Language allows people to construct sophisticated rationales which support what are often emotionally driven decisions.

EDUCATION AND ITS COMPONENTS

According to thinkers in ancient India, Vidya or knowledge or learning or education is the third eye of man which gives an insight into all affairs and teaches how to act. Education is the process of training and developing the knowledge, mind, character, etc., especially by formal schooling.
Education has three key words:

I. **PROCESS**: a continuing development involving many changes.

II. **TRAIN**: to guide or control the mental, moral, etc. development of; bring up; rear.

III. **DEVELOP**: to cause to grow gradually in some way; cause to become gradually fuller, larger, better, etc.

These three words tell us that education, by its very nature, is more involved than at first appearance.

**COMPONENTS OF EDUCATION**

1. **DEVELOPMENT OF INTELLIGENCE**: Remember that the definition of education includes "knowledge" and "mind." This would probably be the first idea that enters the minds of parents. However, on deeper reflection, the development of intelligence includes three major components. Incidentally, illustrations of all three can be found in the Holy Scriptures.

   a. Develop a Knowledge Base. This is often referred to as a student gaining a "basic education." It includes learning the core curriculum (reading, writing, arithmetic, spelling, etc.) at the elementary level and learning content in "academic" courses as one proceeds into and through the secondary grades.

   b. Develop an Ability to Reason and Think. From a child's earliest years, every parent should be helping that child develop the skills needed to conquer new situations and experiences. It is impossible to "teach" everything. All of us, and every child, need to gain skill in taking what we know and applying it to a previously unknown situation. All adults that work with children should realize that they seek to develop these skills within the children in everyday experiences. In formal education, we do the same things in an organized fashion. We integrate activities into the classroom so as to bring opportunities for reasoning and thinking skills development into the schooling experiences of every child. Two formal terms that might be familiar to all parents are "inductive reasoning" and "deductive reasoning." Other aspects include teaching a child to use his knowledge base to confirm what is right or wrong.

   c. Develop the Talents and Abilities of Each Student. Historically, it is noted that every child needs a knowledge base and that every child needs reasoning and thinking skills. But it is also acknowledged that every child is unique in the areas of talents and abilities. We that educate are charged with developing those uniquenesses as part of the schooling experience.

2. **DEVELOPMENT OF CHARACTER**: A key component of education is the development of an inner system of "rights and wrongs," an inner system of how to conduct one's life. Lest it surprise you to have this listed as part of "education," please look at the dictionary definition. Every child is educated in this arena. Every school is distinctive. The difference is only in what kind of character system is implemented in the child. It could be based on conservative ideas,
relativism/situation ethics, a Judeo-Christian ethic, humanism, strict Bible teaching, or whatever. But it is impossible to educate without character, and it is impossible to have character without it being transmitted through education.\(^{13}\)

3. DEVELOPMENT OF LIVELIHOOD SKILLS: There comes a time when a typical student ceases a life with books, teachers, and classrooms, even a time when he wants an independent life with prospects of spouse, family, job, house and car, managing time and money and responsibilities, etc. Again, every school teaches these skills, but the philosophy at each school will vary greatly.

4. DEVELOPMENT TO FIT IN ONE'S CULTURE: In this sense, education is the current generation of adults passing their common thinking on to the next generation. Education typically defines this role as "passing on" a culture, usually with thought of "improving it," from generation to generation. Like each other part of education, there is a core of material to which all can agree. We should be passing on our language, an understanding of our coinage and geography, and certainly the knowledge of what side of the road to drive a car! However, there is wide diversity among schools, and teachers, as to other aspects of culture. Contemporary illustrations could include how a school addresses "alternate lifestyles," alcoholic beverages, use of spare time, family living, religion, sports, and money. Some system of thought, and action, will be taught.

PRINCIPLES OF EFFECTIVE CHARACTER EDUCATION

There are some specific principles given as:

- Character education promotes core ethical values as the basis of good character.
- Character must be comprehensively defined to include thinking, feeling, and behavior.
- Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.
- The school must be a caring community.
- To develop character, students need opportunities for moral action.
- Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed.
- Character education should strive to develop students' intrinsic motivation.
- The school staff must become a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students.
- Character education requires moral leadership from both staff and students.
- The school must recruit parents and community members as full partners in the character-building effort.

- Evaluation of character education should assess the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.¹⁴

**REASONS FOR DETERIORATION OF ETHICS IN EDUCATION**

Certain factors are responsible for disappear the ethics in education that are as follows:

**ABSENCE OF SUSTAINABLE POLICY**

Administrative apathy reflects in the lack of sustainable policy for education in the country. Government does not have the futuristic vision to impart the quality education to the needy. There are no long lasting effects of current education policy on the society. Present education system is not producing human resource of excellence which may be helpful in nation building. According to the study our education system just producing clerks only. This is not healthy sign for the growing economy of the country.

**OVERLAPPING IN EDUCATIONAL PROGRAMMES AND SCHEMES**

There are lots of programmes and schemes running regarding the improvement of educational standard in the country but the basic target to provide quality education to all is yet to be achieved. A large number of amounts are being sent annually for imparting education to every citizen by introducing new schemes to uplift the educational standard in the country. The coordination among the various schemes or programmes is lacking, subsequently the concerned administrative mechanism can not concentrate on particular scheme. In fact every new scheme or programme needs special attention but the implementing mechanism gets puzzled to implement so many schemes at the same time.

**PROBLEM OF INFRASTRUCTURAL FACILITIES**

There is worse condition of the schools in the country in the absence of basic facilities, especially in the rural areas. Schools are facing the problem of shortage of teachers, buildings, purified drinkable water, laboratories, instruments and apparatus etc. Government always seems in hurry to establish new schools and other educational institutions for vested interests and does not give due attention towards the bad conditions of already established. Recently Haryana government announced for opening the new Kishan Model Schools in rural areas. This is not healthy step for the education in the state.

**LACK OF SUPERVISION AND MONITORING**

To keep continue check on the performance of educational institutions is must. But in practice this is not followed by the officials concerned. In reality, the affiliation to the new institutions is given on the behalf of political intervention or nepotism and favoritism. Authority deliberately
ignores the availability of requisite infrastructural facilities in the educational institutions. UGC like independent agency also could not survive its credibility.

INFECTED JUDICIAL SYSTEM

The manner in which politicians in power, bargain for judicial appointments reinforces the fact that the executive branch continues to play a domineering role in the exercise. Remember how the UPA government, under pressure form the DMK, a key ally, had delayed the appointment of judges to the Madras High Court two years ago? One may recall how, in the seventies, the supersession of three senior most judges of the Supreme Court, the call for “committed judiciary” and the transfer of 16 high court judges struck a death-knell to judicial independence. The proposal of transferring judges from one High Court to other was challenged before the Supreme Court in the first judges case (S.P. Gupat vs Union of India, 1982).15

CORRUPTION

The incidence of corruption falls most harshly on the poor and the weak and constitutes a direct and growing threat to poverty eradication, respect for the rule of law and justice. This has led to a very cynical view of civic responsibility and ethical behaviour, an attitude that insidiously poisons the idealism of youth. The CMS- Transparency International (India) 2007 Corruption Study released a few weeks ago makes disturbing reading, focusing on BPL households and 11 basic services, the finding that a third of BPL citizens pay bribes to gain access to services to which they are entitled, with policing being the worst offender across almost all states. This is a damming indictment and cuts at the root of an inclusive society. Worse, the ailment, though diagnosed, has gone untreated year after year. The more we inveigh against poor governance the more seem to hug it.16

VIOLATION OF CONSTITUTIONAL PROVISIONS

There is no denying fact that there has been supremacy of the Constitution and nobody is above its provisions but when we look to the political aspects, we find gross violation of various Constitutional provisions. Both the political and permanent executives are to perform their assigned duties in accordance with the Constitutional provisions. It has been observed that the elected representatives sometimes least bother about the Constitutional provisions and very frequently misuse their positions. Similarly the administrators responsible for the implementation of policies of the Government also do not bother in going beyond their Constitutional jurisdictions while indulging in corrupt practices and vested interests.

DECLINING POLITICAL COMMITMENT

Every political party has its own manifesto but how many political parties give real shape to them, is a debatable question. They promise to reduce the poverty but no one is fully committed to the same, when they come in power, they forget their prime duties. No doubt the party in power makes policy to look into the present problems but what is the real fate after getting it implemented is generally remains on paper. Due to their vested interests, politicians do not want to provide fundamental infrastructure and facilities to common man deliberately because they
think if the people will be satisfied with functions of government and they get their work done timely and solve their problems then who will recognise their importance.

INCREASING DEFECTION

Anti-Defection Act has some loopholes to keep far away the bad politicians from the politics. A little success has been got in this regard. But still, the purpose of the Act is yet to be achieved. Most of the time of politicians spend in the party politics, gaining unfair means, nepotism and favoritism. Our MPs, who seek vote for doing service to the country, shamelessly accept cash for asking questions in Parliament. Tales of under the table deals when known can be more disgusting, but are common enough to make corruption the order of the day. And now a party spokesman and general secretary of the Congress make a statement that her party’s tickets were bought and sold in the Karnataka elections. The ugly phenomenon is jotted unfamiliar to other parties and the other states. As per latest report of Swiss Bank, $1500 billions have been deposited by the Indian politicians and administrators. It is important to note here that Swiss Bank Association offers to Indian Government to unveil the name and identity of whose money is deposited in the Bank but is surprisingly noted that Indian government did not respond in this regard.

POLITICO-ADMINISTRATIVE NEXUS

Politicians are helpless to do anything without active contribution of bureaucracy. So, all the embezzlements and scams are occurred with the technical skill and experience of the civil servants. Kuldip Nayyer has rightly remarked against the nexus of both that Swiss Bank has huge amount of politicians, IAS, IPS, IRS and Industrialists. It shows the very close link among the decision-makers and executors. It was also stated by the Swiss Bank Manger that the money deposited by Indians in the Bank can provide foreign currency to Indian Five Years Plans up to five plans.

SUBSTANDARD EDUCATION

Quality education determines the future of any state or country. But we are lacking of it. There is no sustainable planning regarding to provide quality education from grassroots’ level especially in rural areas where 70 percent population is residing. It does not have adequate infrastructure for education. Our schools are not having teachers as per the ratio of the students and those who are teaching do not have modern skill or technique according to modern era. Now government focusing on higher education but not ensuring higher educational standards. In Haryana, so many polytechnics, engineering, education colleges are providing higher education without proper infrastructure like permanent staff, laboratories, libraries etc. These colleges are distributing just degrees and producing incapable human resources.

POLITICO-ADMINISTRATIVE APATHY

Everybody knows the Indian Politico-administrative system’s attitude towards the development of the nation and grievance redressal of its citizens. Kosi’s flood is a best example of it. It has been noted by the High Level Committee on Kosi that Eastern Dam of Kosi started deteriorated its condition on 5 August 2008 but bureaucracy did not show any interest to repair it. Committee
said if there was a danger of leaking the Dam than it must be included in the class of ‘danger-zone’ but such step was not taken by the authority. It was also surprisingly noted that Irrigation Minister and Secretary did not visit there. The precautionary measures against flood could not be started until water gave ultimate pressure on Kosi Dam. It did not stop here, engineers did not inform to Nepal and Indian governments timely regarding flood danger. Committee found some other reasons responsible for floods i.e., inefficiency of the engineers, frequent transfer of the engineers, no appointment of permanent Chief Engineers at the time of flood, there was no experience engineer on Kosi’s flood, one engineer had only experience of road construction, there were no appointment of permanent Chief and other Engineers in Irrigation Department, no timely information was given to the people about flood, an Active Engineer appointed at Bairaj Anchal Japla who never saw the Kosi river in his life etc.  

CORRUPT RECRUITMENT SYSTEM

Using corrupt practices in the recruitment at state level positions has become integral part of the system. There is no denying fact that no better aspirants are coming in the state civil services, they showing indifferent attitude to be appointed in these services due to huge political interference and nepotism. This thing generated unethical values and bad administrative culture among the high level positions. Take the instance of Punjab Government, there had been PPSC members and Chairmans who preferred to recruit their own kith and kin in the PCS to resume allied cadres without being ashamed even slightly of their conduct. And recently, a big scandal came to light in the recruitment made in Haryana.

CRIMINALIZATION OF POLITICS

Gandhiji considered politics as a mean to serve the people but the environment has been changed. Now it has become the way for politicians to serve themselves in different manner such as lust for materialistic life, politics for vote only, support of castism and regionalism, hunger for muscle and money power. It is based on latest data that about 20 per cent of all candidates who contested the State Assembly elections in Chhattisgarh, Delhi, Madhya Pardesh and Rajasthan had criminal cases pending against them, the exact figures for Madhya Pardesh and Chhattisgarh being 19.74 and 12.5 per cent respectively.

LOW REMUNERATION/SALARIES AND OVER WORKLOAD ON OFFICIALS

Centre and state governments have been expended their role a lot in all spheres due to Liberalization, Globalization and Privatization. Although government has started its role as catalyst instead of rower yet the responsibilities are increasing in manifold with new challenges. Government nurturing the MNCs rapidly but not giving the due attention to its administrative machinery subsequently it is lagging behind in the field of proper infrastructure, remuneration, incentives and other things. Apart from this over workload making them irritated ultimately they do not get linked with common people. So they are not feeling to be motivated and this leads to corruption and indifferent attitudes for welfare of the people, among the bureaucrats.
REMEDIES

The following remedies can prove useful in making ethics in education:

SUSTAINABLE POLICY FOR EDUCATION

India like country needs an innovative education policy which can give prolongs results. And all efforts should be made in such a manner that can be equally useful in all federal states of the country. A major programme is needed instead of so many schemes for the improvement of educational standard in all states. So before formulating any policy for education it should be mandatory to discuss with all states for the success of the education policy. The data of NSSO may help to frame a sustainable policy for education and if any state is not satisfied with data that can assigns the duty of having crosschecking the data to any NGO for further survey of knowing education level in their own state and it will also serve the purpose of people participation.

OVERCOME OVERLAPPING IN EDUCATIONAL PROGRAMMES

All states governments are trying to improve educational standard in their own states by introducing so many schemes and programmes simultaneously centre is also making efforts through its policy. So both centre and state are to avoid from overlapping on this subject. As the centre government has enacted the law of compulsory education and it has been already implemented in all over the country except J & K. So, all the states government should assist in this regard instead of making separate programme and scheme.

HEALTHY INFRASTRUCTURE FOR EDUCATIONAL INSTITUTIONS

There is lot of political interference in the educational institutions whether it may be the affiliation of new institutions or approval of new ones. There are thousands of educational institutions which have not adequate infrastructure for providing quality education to the students. These institutions are busy just of making profit. The government is responsible for the bad condition of the educational institutions in the state and these institutions are lacking of good faculties, proper laboratories, books, adequate buildings etc.

SUPERVISION, MONITORING AND EVALUATION

It is the need of hour to have strict supervision and monitoring and timely evaluation of every educational institution. But in practice it is not going on well. UGC is also under the scanner that is a very reputed agency to bear the responsibility for the betterment of educational standard in the country. The committee of Prof. Yashpal recommended to dissolve the UGC and suggested to frame a new agency for the purpose and all the agencies should be under the one umbrella. In reality the supervision and monitoring are not properly performed by the concerned agencies. There is a need of having supervision, monitoring and evaluation over all the educational institutions strictly for better result.
COMBAT CORRUPTION

The World Bank’s World Development Report of 1997 aptly points out that “corruption cannot be effectively attacked in isolation from other problems. It is a symptom of problems at the intersection of the public and the private sectors and needs to be combated through a multipronged strategy”. It points out that, to combat corruption, we need to:

1. Create a rule-based bureaucracy with a pay structure that rewards civil servants for honest efforts;
2. Build a merit-based recruitment and promotion system to shield the civil service from political patronage;
3. Introduce credible financial controls to prevent the arbitrary use of public resources;
4. Reduce the opportunities for officials to act corruptly, by cutting back on their discretionary authority, and
5. Enhance accountability by strengthening mechanism for monitoring and punishment-using not only criminal law but also oversight by formal institutions and ordinary citizens.

IMPROVE JUDICIAL SYSTEM

The union Cabinet’s decision on setting up the National Judicial Council (NJC) is welcomed. As the common man can file a complaint before the NJC against a corrupt judge, it merits a fair trial. The subordinate judiciary, which is in a terrible mess, will attract talent if the Indian Judicial Service (IJS) IS constituted. The government ought to examine genuine and need based judicial reforms rather than tinkering with plans that would compromise judicial independence-the touchstone of the Constitution. The late Nani A. Palkhiwala, who was a crusader for judicial independence, aptly said, “An independent judiciary is the very heart of a Republic. The foundation of a democracy, the source of its perennial vitality, the condition for its growth, and the hope for its welfare – all lie in an independent judiciary”.

ROLE OF MEDIA AND CHECK ON THE PAID NEWS

The media has an important role to play in educating the public and exposing corruption. Its role is critical for the success of a national integrity system. There is a need for better, objective, more investigative and analytical journalism. The need for responsible reporting has been emphasised. The media must perform its work in a professional and impartial manner. A code of ethical conduct covering media practitioners and a more effective regime of governments/media liaison is, therefore, recommended. Apart from this there is a burning problem in media i.e. Paid News, it is very much harmful for the democracy. So the Government must frame the Act for stopping the Paid News immediately. Recently the Chief Election Commissioner of India lamented on this issue and emphasized to remove it.
PUBLIC ACCOUNTABILITY

Public accountability is promoted through openness and institutional oversight. In particular, the division of power among the three branches of government, namely the Executive, the Legislature and the Judiciary, should be respected and upheld. The rule of law is enhanced through the independence of the Judiciary. The legislature on the other hand should keep the Executive in check.

RESPONSIBILITY OF POLITICAL OFFICE BEARERS

Ethical standards for political office bearers should be based on the principle that political office bearers should be guided in their conduct, actions and behaviour by the notion of achieving the greatest happiness for the greatest number of people. Promotion of the welfare for all should at all times guide the decisions of political office bearers. And the political conduct of political office bearers should be guided by norms and rules which sustain a functioning state. The decisions, conduct and behaviour of the elected public office bearers should therefore, be scrutinized against two mirrors: public welfare and respect of laws, institutions and norms.

INTEGRITY IN THE SYSTEM

Integrity in public administration on the other hand should address issues of honesty, justice, efficiency, effectiveness and moral virtues. Ethical standards should be developed in order to prevent civil servants from falling into administrative corruption. Administrative corruption manifests itself in various ways. These include: accepting bribes

QUALITY EDUCATION

The Prime Minister has rightly emphasised the role of education in the economic and social development of the country and has assured higher financial allocations for the purpose. Yet, what is ailing the system is not as much lack of financial resources as lack of a built-in system of accountability in the delivery of education, particularly at the grassroot level. Money alone is not the answer to the problem of delivery of healthy and purposeful education, especially at the grassroot level. It is the accountability of the State Government to ensure the quality education.

CREDIBLE RECRUITMENT SYSTEM

The State Public Service Commission’s functioning should be made totally transparent and opened to public scrutiny. Only people of high integrity should be appointed as members of the commission. That is only way to strengthen the credibility of the institution.

CONCLUSION

Ethics is not only about how public servants and political office bearers’ behaviour and performance but also about the employment environment, the participatory and democratic
atmosphere within which they operate, and are socialized. Cultural norms, education, training and experience determine the value system of a politician and public administrator. These factors influence and have an impact on behaviour, arguments and decisions. Decisions are, however, not only based on values and ethical considerations, although accepting their normative character, but also on empirical data, and facts. Public actions should at all times be rationally and defendable. In order to ensure quality education ethics are needed and professionally adopted. Ethical values must be imbibed with whole hearted approach and strong political will. Besides, relevant teaching of different religious pertaining to ethics can be followed by preaching time and again.

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