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VALUE, MORALE AND ETHICS IN INDIAN EDUCATION SYSTEM IN PERSPECTIVE OF TORTURE ON INDIAN WOMEN: AN EMPIRICAL STUDY

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ABSTRACT

India is facing enormous gender based problems even in modern era. Despite small progress in this area after globalization, India finds its rank at the bottom of mostly all international surveys. Academicians always believed that education would change the present scenario. This paper aims to assess statistical relationship between two set of ranks namely Safety Index of Indian Women (2011) & Literacy Rate of Indians (2011). Spearman's rank correlation coefficient (r_s) has been calculated and has been tested at 1% statistical significance. Result has shattered the common faith on traditional education system of India & finds that there exist no statistical correlation between Safety Index of Indian Women (2011) && Literacy Rate of Indians (2011).

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INTRODUCTION

Education inculcates value, morale & ethics among students. It is generally believed & accepted that education would be able to ease several problems confronted by modern human civilization, viz. gender inequalities, income disparity, cast, community & religion based problems etc. India has inherited many problems from the past and gender related problems form integral part of it. In post globalized modern India, it is painfully observed that women are subject to oppression, suppression, subjugation and torture. Patriarchy, domestic violence, working place torture, dowry torture & death, acid throwing, rape, murder etc. form part of gender based torture which are happening in modern India.

Objective of the Study

This paper aims to assess the relationship between value, morale & ethics in Indian education system and torture on Indian women. In other words, this paper tries to find out whether increase in education in India can increase safety of Indian women or not.

Limitation of the Study: This paper is based on secondary data. Data belongs to year 2011 & ground reality may change completely within present time.

Scope for Further Research: A research project based on current data supported by field work (primary data) could be proved to be useful for the academic world.

METHODOLOGY

This study is based on theoretical study & empirical analysis. For theoretical study journals have been consulted and the details of those journals have been given in the references. Empirical study is based on secondary data. Rate of Total Cognizable Crime Against Women (Number of Incidence/Population of Respective States in Lakhs) of Indian States for the year 2011 has been placed in Table One¹. Ranks (from lowest crime rate to highest crime rate) have been assigned to all Indian States & Union Territories on the basis of Crime rate mentioned above (Table 1) & henceforth may be referred as Safety Index of Indian Women, (2011). Literacy rate of Indians belonging to different States and Indian Territories for the year 2011 has been placed in Table One¹. Ranks (from highest literacy to lowest literacy) were given to different States on basis of literacy rate stated above (Table One) and henceforth may be referred as Literacy Index of Indians (2011). In this study, Spearman's rank correlation coefficient (r_s) was used to assess the correlation between two set of ranks, namely Safety Index of Indian Women (2011) & Literacy Index of Indians (2011). For this purpose following formulae has been used:

$$r_s = 1 - 6[\sum d^2 + \sum(m^3 - m)/12] / [n(n^2 - 1)]$$

Here,

r_s = Spearman's Rank Correlation Coefficient

n = number of paired observations

m = Number of times a particular rank has been repeated.

\sum = notation meaning 'the sum of'

d = difference between the ranks for each pair of observation

For this purpose Table Two has been constructed & necessary calculations have been made. Putting the values from Table Two, it is observed

$$r_s=0.1948$$

In next step, r_s has been put for hypothesis testing. Here n is greater than 30, hence z test has been applied. It is to be noted that author anticipated a remote possibility of negative relationship between Safety Index of Indian Women (2011) and Literacy Index of Indians (2011). Hence idea of application of two tailed test has been discarded. In this study one tail test at 1% significance level has been conducted.

H_0 : $\sigma_s=0$ [Null Hypothesis: There is no rank correlation between two sets of data i.e. Safety Index of Indian Women (2011) and Literacy Index of Indians (2011) are not correlated].

H_1 : $\sigma_s>0$ [Alternate Hypothesis=Two sets of data are positively correlated i.e. Safety Index of Indian Women (2011) and Literacy Index of Indians (2011) are positively correlated].

Now, σ_{rs} =Standard Error of r_s

$$\sigma_{rs} = 1/\sqrt{(n-1)}$$

Here, $n=35$

Putting the value of n it is observed

$$\sigma_{rs}=0.1715$$

$$\text{Calculated } z=(r_s-0)/\sigma_{rs} \text{ [Here, } \mu=0\text{]}$$

Putting the values it is observed,

$$\text{Calculated } z=1.1359$$

$$\text{Tabulated } z \text{ (at 1\% level of significance)} = 2.33$$

Here, calculated $z <$ tabulated z

Hence, calculated z value falls in the acceptable region. So H_0 [Null Hypothesis] has been accepted & H_1 [Alternate Hypothesis] has been rejected.

Therefore, it could be said that at 1% significance level Safety Index of Indian Women (2011) & Literacy Index of Indians (2011) are not correlated.

REVIEW OF LITERATURE

Nelson Mandela said "Education is the most powerful weapon which you can use to change the world." (Singh Needhi, 2018). The declining of ethical values in higher education system will give rise to unskilled professional and undisciplined students (Singh Needhi, 2018).

Table 1.

States/Union Territories	Rate of Total Cognizable Crime Against Women (Number of Incidence/Population of Respective State in Lakhs* in 2011) ¹	Rank on the basis of Rate of Total Cognizable Crime Against Women (Number of Incidence/Population of Respective State in Lakhs* in 2011) [From Lowest to Highest] [Safety Index of Indian Women]	Literacy Rate (2011)	Rank on the basis of Literacy Rate (2011) [From Highest to Lowest] [Literacy Index of Indians]
Andhra Pradesh	33.40	32	67.02	31
Arunachal Pradesh	12.40	16	65.38	34
Assam	36.90	34	72.19	26
Bihar	9.90	14	61.80	35
Chhattisgarh	16.50	24	70.28	27
Goa	8.70	6	88.70	4
Gujarat	14.60	20	78.03	17
Haryana	21.70	25	75.55	22
Himachal Pradesh	14.50	19	82.80	11
Jammu & Kashmir	25.10	28	67.16	30
Jharkhand	9.50	10.50	66.41	32
Karnataka	15.70	23	75.36	23
Kerala	33.80	33	94.00	1
Madhya Pradesh	22.90	27	69.32	28
Maharashtra	14.00	18	82.34	12
Manipur	9.10	8.50	76.94	18
Meghalaya	9.10	8.50	74.43	24
Mizoram	15.30	22	91.33	3
Nagaland	1.90	2	79.55	15
Odisha	22.50	26	72.87	25
Punjab	9.50	10.50	75.84	21
Rajasthan	29.00	29	66.11	33
Sikkim	9.00	7	81.42	13
Tamil Nadu	9.60	12	80.09	14
Tripura	37.00	35	87.22	5
Uttar Pradesh	11.30	15	67.68	29
Uttarakhand	9.80	13	78.82	16
West Bengal	31.90	31	76.26	19
Andaman & Nikobar Island	13.40	17	86.63	7
Chandigarh	14.80	21	86.05	9
Dadra & Nagar Haveli	5.20	4	76.24	20
Daman & Diu	4.50	3	87.10	6
Delhi	31.20	30	86.21	8
Lakshadweep	0.00	1	91.85	2
Puducherry	7.20	5	85.85	10

*=Lakh=1,00,000

Table 2.

States/Union Territories	Safety Index of Indian Women (2011) (Col. 1)	Literacy Index of Indians (Col. 2)	Difference between the Two Ranks (Col. 1-Col.2) (d)	Difference Squared d ²
Andhra Pradesh	32	31	1	1
Arunachal Pradesh	16	34	-18	324
Assam	34	26	8	64
Bihar	14	35	-21	441
Chhattisgarh	24	27	-3	9
Goa	6	4	2	4
Gujarat	20	17	3	9
Haryana	25	22	3	9
Himachal Pradesh	19	11	8	64
Jammu & Kashmir	28	30	-2	4
Jharkhand	10.50	32	-21.50	462.25
Karnataka	23	23	0	0
Kerala	33	1	32	1024
Madhya Pradesh	27	28	-1	1
Maharashtra	18	12	6	36
Manipur	8.50	18	-9.50	90.25
Meghalaya	8.50	24	-15.50	240.25
Mizoram	22	3	19	361
Nagaland	2	15	-13	169
Odisha	26	25	1	1
Punjab	10.50	21	-10.50	110.25
Rajasthan	29	33	-4	16
Sikkim	7	13	-6	36
Tamil Nadu	12	14	-2	4
Tripura	35	5	30	900
Uttar Pradesh	15	29	-14	196
Uttarakhand	13	16	-3	9
West Bengal	31	19	12	144
Andaman & Nikobar Island	17	7	10	100
Chandigarh	21	9	12	144
Dadra & Nagar Haveli	4	20	-16	256
Daman & Diu	3	6	-3	9
Delhi	30	8	22	484
Lakshadweep	1	2	-1	1
Puducherry	5	10	-5	25
				$\sum d^2 = 5748$

This trend needs to be addressed if India has to survive as a nation and acquire its due place in the world (Singh Needhi, 2018). The only way to arrest this deterioration is to provide value orientation in Indian educational system (Singh Needhi, 2018). In India, it is necessary to increase philosophical thinking, to equip the student with ethical values, study, research and moral development (Singh Needhi, 2018). Teachers at all levels of education should focus on imparting quality education (Sherpa Karma, 2018). It is the prime duty of the teacher to bring optimum development among the students (Sherpa Karma, 2018). Teachers' should show an equal level of dignity to his profession, institution, students, colleagues and parents (Sherpa Karma, 2018). Teachers' should specially stress on developing the professional ethics within them (Sherpa Karma, 2018). Teachers should take the liability of teaching profession seriously and perform their duties efficiently (Sherpa Karma, 2018). Therefore, for successful teaching, the knowledge of professional ethics and its implementation is very essential for teachers (Sherpa Karma, 2018). Gender inequality or the gender gap continues to be an immense issue of concern in India despite its achieving high rates of economic growth in recent years (Singh Sumanjeet, 2017).

Traditional patriarchal customs and norms have relegated women to a secondary status within the household and workplace (Singh Sumanjeet, 2017). Gender inequality is reflected in India's low ranking on the World Economic Forum's Gender Gap Index (GGI), 2014, with scores below average on 140 parameters such as educational attainment, economic participation and health and survival (Singh Sumanjeet, 2017). On educational attainment, India ranked 126 with a female to male ratio in the literacy rate of 0.68 (Singh Sumanjeet, 2017). On the criterion of economic participation and opportunities, India was ranked 134 (Singh Sumanjeet, 2017). Its female to male ratio in labor force participation was 0.36 (Singh Sumanjeet, 2017).

India was the second-lowest performing country on health and survival, ranking 141, just ahead of Armenia⁴. As a whole the country ranked 127th out of 146 countries with a score of 0.563 on the gender inequality index and came 114th in the world in terms of gender gap (Singh Sumanjeet, 2017). According to the new (2015) report of the McKinsey Global Institute, 'The Power of Parity', India's global Gender Parity Score (GPS) is 0.48, which represents an "extremely high" level of gender inequality (Misra 2015). Although gender gap has been reduced significantly, problems still remain in the quality of education for girls where ensuring an environment that is free of prejudice, discrimination and stereotyping children on the basis of gender, caste, community, disability or parental occupation is now accepted⁵. A nation or society, without the participation of women cannot achieve development (Jain Paras *et al.*, 2016). If we eliminate gender discrimination, women will deliver all the potentials, skills, know ledge to develop the family, the nation and the whole world (Jain Paras *et al.*, 2016). Education develops the skills, imparts knowledge, changes the attitude and improves the self-confidence (Jain Paras *et al.*, 2016). It provides employment opportunity and increases income (Jain Paras *et al.*, 2016). Hence educating women is the prime factor to combat gender discriminate and for the upliftment of women (Jain Paras *et al.*, 2016). Economic independence will free the women from the slavery position and boost the self-confidence (Jain Paras *et al.*, 2016). Economic independence of women also helps in the national economic development (Jain Paras *et al.*, 2016). It could be concluded that economic, social, cultural, legal and political factors are responsible for gender inequality in India (Jha Priti and Nagar Niti, 2015). India needs to deactivate the gender Inequality (Jha Priti and Nagar Niti, 2015). The needs of the day are trends where girls are able not only to break out of the culturally determined patterns of employment but also to offer advice about career possibilities that looks beyond the traditional list of jobs (Jha Priti and Nagar Niti, 2015). It is surprising that in spite of so many laws, women still continue to live under stress and strain (Jha Priti

and Nagar Niti, 2015). To ensure equality of status for our women we still have miles to go (Jha Priti and Nagar Niti, 2015). Man and Woman are like two wheels of a carriage⁶. The life of one without the other is incomplete (Jha Priti and Nagar Niti, 2015). Gender bias against female in education in India is well established (Jha Priti and Nagar Niti, 2015). Gender bias is higher in rural areas compare to the urban areas (Jha Priti and Nagar Niti, 2015). Parents spend lesser amount on their female child (Jha Priti and Nagar Niti, 2015). Parents send their male child to private unaided institutions (Jha Priti and Nagar Niti, 2015). However, they send their female child to free Government institutions (Jha Priti and Nagar Niti, 2015). Both dropout and non-enrollment are higher for female due to parental non interest in study (Jha Priti and Nagar Niti, 2015). Gender-based discrimination results in Indian girls being excluded from the education system (Nakray Keerty, 2018). It is also observed that lack of access and adverse learning outcomes result in a lifetime of deprivation for Indian women (Nakray Keerty, 2018). Historically, India has been a multi-cultural, multi-religious and multi-ethnic society with a clearly defined caste and gender hierarchy which more or less determines a child's life-chances (Nakray Keerty, 2018). In the American context, Crenshaw (1993) has recognized that black women and men from ethnic minority communities are more vulnerable to violence owing to their social location (Nakray Keerty, 2018). Social exclusion can arise through long-term persecution (for example, via slavery or homeland dispossession) and through membership of certain identifiable different social and ethnic groups (Nakray Keerty, 2018). This phenomenon creates barriers to education for children and especially for girls (Lockheed, 2010: 1). The most efficient and non-coercive (not by rules, laws, regulating etc.) way of achieving gender equality in Indian Higher education context is to make the individual capable of performing those functions that would reduce or remove subjugation and raise them to equal beings (Kameshwara Kumar Kalyan, 2017). That is by improving capabilities of marginalized sections and empowering the individuals of these sections by suitable and appropriate means (Kameshwara Kumar Kalyan, 2017). The subjugation of women can be said as the suppression of the capabilities, disabling them to be equal to men; these immaturities, containment and lack of capabilities are the barriers that hinder the functioning of women (Kameshwara Kumar Kalyan, 2017). The progress of a gender-inclusive culture must be the concern of all stakeholders of the institution (Kameshwara Kumar Kalyan, 2017). Gender inequality in India refers to health, education, economic and political inequalities between men and women in India (Karak Sanjay, 2017). Various international gender inequality indices rank India differently on each of these factors, as well as on a composite basis, and these indices are controversial (Karak Sanjay, 2017). Gender inequalities and its social causes impact India's sex ratio, women's health over their lifetimes, their educational attainment, and economic conditions (Karak Sanjay, 2017). Gender inequality in India is a multifaceted issue that concerns men and women alike (Karak Sanjay, 2017). However, when India's population is examined as a whole, women are at a disadvantage in several important ways (Karak Sanjay, 2017).

RESULTS AND DISCUSSION

It is usual practice of researchers to value literacy (both male & female) as an important tool to fight issues relating to gender. Thus common beliefs have been developed that an educated society would be able to take care of gender issues. It is very clear from theoretical discussion that despite small & insignificant development in post-globalized era, India is placed at the bottom of the list of all countries so far as gender issues are concerned. Theoretical study clearly states that modern India needs to undertake lot of initiatives to tackle huge gender related problems. Empirical analysis of this paper clearly states that there exists no statistical correlation (at 1% significance level) between Safety Index of Indian Women (2011) & Literacy Index of Indians (2011).

In other words, it can not be said that increase in education in India would be able to increase safety of Indian women. This result is extremely vital which shatters the popular beliefs which have always emphasized on spreading of education in order to resolve gender related problems. This study clearly indicates that Indian education system must be given a complete review. At present Indian education system must have some sort of lacuna which may include gender inequalities, lack of value, morale & ethics, over-emphasizing on result or job oriented curriculum etc.

CONCLUSION

It is painfully concluded that education system in India has failed to exert any positive impact on gender related issues. Empirical study of this paper states that an increase in education among Indians may not result in increase in safety of Indian women. This is a landmark observation. It also indicates that Indian education system may lack some of modern orientations like giving importance of value, morale & ethics or bringing gender sensitiveness among students etc. It is strongly suggested that Indian education system must be given a 360° (three sixty degree) review. Newly constructed curriculum must give adequate emphasis on value, morale & ethics. A complete guideline is required to be developed to generate gender sensitivity among students at all levels.

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