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PHILOSOPHY OF INTELLECTUAL DISHONESTY AND MANIFESTATION IN EDUCATIONAL INSTITUTIONS

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ABSTRACT:

Intellect is thought to be one of the parts of soul. Western as well as Muslim philosophers discussed in detail. Moral values greatly reflect the morality of intellect as well as soul. The article made an attempt to explore relation of soul with intellect its manifestation and practice in educational institutions.

KEYWORDS: Intellect, soul, dishonesty, educational institutions.

INTRODUCTION

The word intellect derives from the Greek word 'nous' which was translated into Latin word 'intellectus' (derived from the verb intelligere, "to understand, know, think etc,")[1]. In philosophy, Intellect is thought to be one of the important faculties of soul. Muslim philosophers agreed as did their Greek predecessors that the soul consists of non-rational and rational parts. The non-rational part they divided into the plant and animal souls. The non-rational soul, (plant soul) the most basic, provides us with the ability to grow, reproduce, and eat & drink and (animal soul) controls our motor skills, our appetites, our five senses, and our cognitive ability to retain, estimate, represent, and produce. The rational part, the most sophisticated one, is divided into the practical and theoretical intellects[2].

The theoretical intellect is the scientific conceptualized investigative faculty and therefore determines what is true versus false; what is necessary, possible, or impossible; and what the primary premises of deductive reasoning are. This intellect is the one which supports opinions, or conclusive convictions based on evidence free from bias. It uses pure reason to make conclusions, and steers clear from using sensory knowledge to make judgments. The theoretical intellect, therefore, dwells in the uppermost echelons of the human soul and has no need for the functions that are below it.

The practical intellect one the other hand is the faculty is to manage worldly affairs, including those of the body. It is related to practical action and is used to determine what is good versus evil; what is right, wrong, and permissible; and what the commonly held premises of the general population are, ones based on assumption and tenuous results of methodic experience. This intellect is the one which is subject to assumptions, that is having a biased conviction contrary to other possibilities[3].

Al Ghazali used four terms to denote the soul- Qalb (heart), Ruh (spirit), Nafs (soul) and Aql

(intellect). Al Ghazali divides the psyche into three categories based on the Quran: Nafs Ammarah which 'exhorts one to freely indulge in gratifying passions and instigating to do evil'. In modern psychology this concept of psyche was identified by Freud with 'Id' part of the psyche. Second category is that of Nafs Lawammah which is 'the conscience that directs man towards right or wrong', and third category is that of Nafs Mutmainnah which is a self that reaches the ultimate peace. In modern psychology, these two categories are that of 'ego' and 'super ego'. He stated that these inner senses allow people to predict future situations based on what they learn from past experiences. He writes that soul

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carries two additional qualities, which distinguishes man from animals enabling man to attain spiritual perfection, which are aql (intellect) and irada (will). Human will is conditioned by the intellect while animal will is conditioned by anger and appetite and that "all these powers control and regulate the body". He further writes that the Qalb (heart) "controls and rules over them.", and that it has six powers- appetite, anger, impulse, apprehension, intellect and will. He states that humans have all six of these traits, while animals have only three i.e. appetite, anger and impulse. He further argues that there are four elements in human nature: the sage (intellect and reason), the pig (lust and gluttony), the dog (anger) and the devil (brutality). He argues that the latter three elements are in conflict with former element and that 'different people have such powers in different proportions'[4].

Therefore, intellectual is not merely an intelligent person, but a highly developed psychic or spiritual 'Ruh' who possesses the ability to come to scientific, rational conclusions about what is true or real and free from bias under spiritual obligation.

On the other, honesty means "fairness and straightforwardness of conduct" or "adherence to the facts." or"Free of deceit; truthful and sincere...Morally correct or virtuous. Dishonesty just opposite to it stands for deceitfulness fraudulent acts. Islam makes difference between honest and dishonest in the following words "Righteousness is good character, and sin is that which wavers in your heart and which you do not want people to know about." (Muslim)

According to Wabisah bin Ma'bad (r.a) who said- I came to the messenger of Allah (s.a.w), and he said; "You have come to ask about righteousness?" yes, I answered. He said, "Consult your heart. Righteousness is that about which the soul feels tranquil and the heart feels tranquil, and sin is what creates restlessness in the soul and moves to and fro in the breast, even though people give you their opinion (in your favour) and continue to do so." (Ahmed bin Hannbal and Al- Darmi).

So "intellectual honesty" is, in a sense, a higher standard sense of having truth than mere honesty.

Opposite to it the term intellectual dishonesty means inability to apply standards of rational evaluation that one is aware of usually in a self-serving fashion. If one judges others more critically than oneself that is intellectually dishonest. It means knowingly assertion of factual falsehoods. It involves high standard of cunning diplomacy to distort the facts in order to suit their own agenda or hypothesis mobilizing vested interest in own favour. It may assume that this thought is nothing but similar to corruption. There are many technical differences may be found between corruption and intellectual dishonesty. It may be perceived as broader concept encompassing corruption since it involves a wide range of behaviours including socially embedded logics, practices, culture, habits, and customs. Corruption may defined as a conducts or behaviours where a person accepts, agrees or offers any gratification for him\herself another person where the purpose is to act dishonestly or illegally[5]. It involves power and profit. Most of researchers think that dishonest is the determinant of corruption in most cases. This thought may not directly involve bribery, financial scandal, rather, dishonest, spurious or fraudulent conduct of those in power, it is the primary level of initiating corruption, typically involving psychological, moral misconduct, attitude, behaviour, etc. Most important nature of this thing is that it is never directly involved in law breaking activities, rather it tried to find out the weakness of laws and loose areas or lacuna of rules and regulations.

Morality is the backbone of education and education is the backbone of a nation. Educational institutions are said to be the centre of morality both in sense of theory and practice. But now a days similar to other spheres of life and institutions, it also largely affected by the degradation of integrity and unethical practices including dishonesty, misconduct and corruption. In this article we tried to apply this scholarly thought to analyze the unethical practices in Indian educational institutions from primary to higher levels and its impact on society.

Important signs of Intellectual Dishonesty found in the educational system

It exercises in all aspects of life by using some key tools are as follows:
1. Deceit- Deceit is a term denoting the misrepresentation of the truth.

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2

2. Lie — the most basic form of dishonesty, where some sort information is divulged where it is known that information is in fact not true. Almost all illegal conducts done in this form to save oneself.

3. Affinity fraud — abuse of the trust of others because you are (or pretend to be) a member of the same socio-economic, religious or ethnic group. Lobbying to deprive a particular group in selection of committee, jobs etc.

4. Censorship — silencing all dissenting viewpoints.

5. Misdirection — distracting or diverting from the issue at hand in order to avoid further conclusions to be drawn.

6. Quote mining — presenting a real (but "hairdressed") quote, deliberately placed out of context and presented in a new or different context, so as to make it seem like it meant something else than was originally intended. This differs from making a "misquotation", as those are simply mistakenly attributed or phrased wrongly.

7. Obfuscation — nonsensical claptrap, or words without any particular connection to reality.

8. Omission — failing to report something that wasn't specifically asked for (yet perhaps cannot be asked for as it is an unknown to other people), with the express intent to deceive others via manipulating their perception of the truth.

9. Burning the evidence — attempting to secure plausible deniability by destroying possible trails of evidence that could, if left intact, allow potential investigators to correctly identify the true culprit.

10. One single proof — claiming that without a specific key proof, the whole argument is invalid.

11. Propaganda — affect or control the perceptions and behavior of a population.

12. Revisionism — revising history to something it wasn't.

13. Self-deception — metaphorically (or literally...) sticking your fingers in your ears and going "Lalalala! I can't hear you!".

14. Statistics — sometimes statistics are used as a drunken man uses lampposts — for support rather than illumination.

15. Willful ignorance differs from ordinary "ignorance" — when someone is simply unaware of something — in that willfully ignorant people are fully aware of facts, resources and sources, but refuse to acknowledge them.

16. Munafique - Hypocrisy /Double standard: Whenever he speaks, he tells a lie. Whenever he is entrusted to deposit, he betrays\ refused to return. Whenever he makes a covenant, he proves treacherous. (Whenever he promises, he always breaks it (his promise) whenever he quarrels, he behaves in a very imprudent, evil and insulting manner.

17. Truthiness-Truthiness is a term coined by Stephen Colbert on his Comedy Central fake news show, 'The Colbert Report'. It refers to a quality that statements can have where they "seem true", or "should be true", or "would (give good story / support my agenda / impress people) if they were true" … without any actual worry over whether they would be judged to be "actually" true by skeptical and disinterested observers.

18. Denialism- Denialism is when a person or group denies a theory, law or fact of a well established discipline.

19. Knowingly using a logical fallacy- Common forms of intellectual dishonesty include plagiarism, applying double standards, using false analogies, exaggeration and overgeneralization, presenting straw man arguments, and poisoning the well (not literally). A form of intellectual dishonesty common on conservative sites like Conservapedia is the suppression of evidence that contradicts their orthodoxy by reverting without explanation any edit that links to or otherwise presents such evidence.

20. Besides, unnecessarily-intentionally delaying, keeping secret, not reserving proper documents, losing important file, unethical way of dealing, attitudinal patterns- blackmailing, arrogance, canning attitudes, taking advantage of weakness of law, they block power, exercise unwanted hand to mobilize favour, Illegal lobbying, unscrupulous way to distort facts etc.

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3

In educational institutions broadly two types of Intellectual dishonesty we may find. The above tools are exercise at first stage either for corruptions or for its legalization.

a. **Academic Intellectual dishonesty**: It is basically related to study, teaching and academic development of students and teachers. The most important corruptions in the academic field are.

1. Absenteeism- most burning problem found from primary to higher education may involve both teacher and students. But in roll-call registry or attendance registry nothing would be found.
2. Private lesson -Dishonestly canning attitude of the teachers forces the student to take up private lessons with his or her teacher (usually at the level of the individual),
3. enrolling a student in a institute (usually at the school director level)
4. Favouritism- priority given ones' own privately guided student, family, religion, irrespective of quality. favour may made towards
5. Plagiarism-it is now almost common problem
6. Sexual harassment or exploitation– female as well as male students are not safe even from their teachers. An institution never hesitates to destroy proof.
7. Unethical power exercise- from exam paper to scholarship, seminar, publication, job in famous university- exercise unwanted hand to mobilize favour.

b. **Administrative Intellectual dishonesty:** it is related to the management of the institutes.

1. Ghost political interference- unethical bonding between authority and politics almost in every internal matter is seriously destroyed the autonomy of the institutes. Most vice-chancellors are political appointees. University administrators are inevitably more sensitive to political diktats than the imperatives of professionalization.
2. paying teachers for classes that were not conducted (usually at the school director level); and
3. Appropriation of school equipment (usually at the school director or individual teacher level).
4. Ordering institutes' supplies from 'friendly' companies
5. Lobbying –to make different committees and manipulating decision including managing committee at school level, governing body at college level, and executive committee in university members are nominated those are confidential and would work under ones diktats.. Beside a number of other committee at university level like Roaster committee, finance committee, IQAC, admission committee etc are followed same policy.

SUGGESTION:
1. Search knowledge
2. Don't ignore even small, futile mistake
3. Feed the soul regularly
4. Keep in touch with the intellectual person
5. Not in theory but in practice.

CONCLUSION:

Human civilization is passing through by moral degradation. Top to bottom of the society is affected by this disease. Soul, the essence of body is corrupted so many ways to fulfill human desire. The dishonesty of human intellect is the key reason for such condition. Even the centre of knowledge i.e educational institutions faces same ethical dishonesty. It is conclude that if the soul of human body is honest everything may free from immorality, altest reduce some degree of unethical activities. Prophet said that "What is lawful is evident and what is unlawful is evident, and in between them are the things doubtful which many people do not know. So he who guards against doubtful things keeps his religion and honour blameless, and he who indulges in doubtful things indulges in fact in unlawful things, just as a shepherd who pastures his animals round a preserve will soon pasture them in it. Beware, every king has a preserve, and the things God

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4

his declaced unlawful are His preserves. Beware, in the body there is a piece of flesh; if it is sound, the whole body is sound and if it is corrupt the whole body is corrupt, and hearken it is the heart.[6]

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5