

Does Management Institution in India offer and Equip Students a Socially Responsible Culture That Foster Ethics, Values & Leadership Skills?

¹Sunil B. Kapadia and ²Dr. Venu V Madhav,

¹Research Scholar, K.L.University, Guntur, Andhra Pradesh, India

²Koneru Lakshmaiah Education Foundation, Vaddeswaram, Guntur, Andhra Pradesh, India

Abstract-- Ideal education should provide opportunities to people to become environmentally conscious citizens. The commitment must include the dimensions of social responsibility (management model), Ethics (values), and sustainability (results and impacts) and accorded institutional priority. Business education system is criticized for the reason of failing to inculcate students in moral conduct [Gardner, 1991], and having weakened the moral character of students [Etzioni, 2002] in the wake of numerous scandals and financial crises. Institutions need to carry out training, research and social debate – in the rational and sustainable use of resources, in its practices of governance, transparency and accountability so as to realise social responsibility.

Keywords-- Socially responsible education, Ethics, Values, Sustainable practices

I. DISCUSSION

All of us are products of our environment. Naturally, education or education system must be conscious environmentally. Such an approach will be in equilibrium with our needs of social growth, development, progress etc. for ushering in an era of unprecedented economic prosperity. Only then India can hold its head high in the cornet of nations and contribute its mite to international trade and commerce and of course in the services sector globally.

Any education system of a country does not function in isolation from the society of which it is a part. Hierarchies of castes, economic status, gender equation and culture diversities as well as uneven economic development influence issues relating to access and equity in education. The moral resilience of a country comes from its deep rooted ideology towards personal and social welfare. Culture that is embedded in values of reciprocities is self-sustaining.

It is being increasingly realized all over the world that economic well-being and productive efficiencies can be realized with higher intellectual and professional capabilities of human beings. A good quality human resource base is extremely important in today's highly competitive environment. In today's modern age of Knowledge Economy, the knowledge, information and comprehension economy, wealth or financial systems consists of intellectual property as one of the most valuable assets. It represents the capabilities of a nation which is necessary for social and economic growth, human development and competitive advantage.

Though India is widely acclaimed as a land of knowledge and wisdom in ancient times yet access to education was then limited to select strata of the society. The societal distribution of responsibility and accountability in today's context are deeply entrenched in social inequalities amongst various social groups and caste based, on the centuries-old social prejudices

and inequalities, based on caste at birth, undermine our national development. Several attempts have been made by social reformers to make education accessible to the marginal groups with varying degrees of success.

Higher education is critical for developing a modern economy, a just society and a vibrant polity. It equips young people with skills relevant for the labour market and the opportunity for social mobility. It provides people already in employment with skills to negotiate rapidly evolving career requirements. It prepares all students to be responsible citizens who value a Democratic and pluralistic society. Indeed, higher education is the principal site at which country's national goals, developmental priorities and civic values can be examined and refined.

“Social responsibility is multidimensional in that being responsible goes beyond just being respectful of others; it means experiencing, as well as appreciating, our interdependence and connectedness with others and our environment.” (Berman, S. (1997). Students need to become aware of the values and attitudes that underpin human behaviour. By learning to think critically, question assumptions, make informed decisions, and use of reason, students can develop the abilities necessary to function as ethical and socially responsible citizens.

Several studies were conducted to examine the question of socially and environmentally responsible management education. A more recent study by Nicholson and DeMoss (2009) showed that from the perspective of curriculum coordinators, there was a significant gap between current and normative levels of instruction on social, ethical and environmental responsibility in business school curricula. Social and environmental responsibility was rated lower than ethics by all department coordinators (Nicholson & DeMoss, 2009). They argued that regardless of what is happening in the top 25 MBA programs, there is a trend toward less social education overall.

“There are two aspects to ethics: The first involves the ability to discern right from wrong, good from evil and propriety from impropriety. The second involves the commitment to do what is right, good and proper. Ethics entails action; it is not just a topic to mull or debate.” (The Josephson Institute: What is Ethics Anyway? In Maxwell, J.C. (2003). Ethics and culture are two sides of the same coin called moral. Much of our modern financial literature is silent about the moral aspects of doing business. Ethics is not about finding accuracy or reporting it in the context of an established framework. Nor is it a justification of your integrity to an outsider. It is a reflection of our morals which we hold for ourselves.

Ethics has been defined as “moral philosophy: the study of the general nature of morals and of the specific moral choices to be

made by a person.” (The American Heritage® Dictionary of the English Language, 4th edn.). Ethics and morals, however, are not the same thing, even though they are inextricably linked. A moral philosophy develops over time and as a result of encountering and resolving moral problems as they arise. Put simply, ethics is:

1. a standard of conduct; and
2. a moral compass that can be applied to a range of situations, e.g.,
3. a random act of kindness

Ethics involves:

1. evaluating personal values;
2. knowledge of personal standards, community and universal principles;
3. choices, and the impact of these choices on others and oneself;
4. both short and long term consequences; and
5. accepting responsibility for the choices one makes.

Bugeja, M. (2000). Defining Character. (Retrieved from the World Wide Web on 14 December 2004).

Broad (1985), an eminent psychologist, argues that an individual’s actions can be analysed according to the following three step process:

1. A connection should be established between one moral characteristic and another e.g., good and right;
2. An examination of the individual’s moral philosophy will establish the intent and motive upon which his or her moral judgements are made; and
3. An investigation into the choices individuals make, based upon his or her moral knowledge, reveals their ethics.

In this interconnected and ‘borderless world’ of ours, it is immeasurably valuable that management educators of the world congregate to learn from each other of their experiments, experiences and concerns. At educational system level, quality management for institutions should concentrate on better governance, contemporary curriculum, accountability, code of conduct, compliance with legislation, adaptability and standardization, by regularly updating the curriculum which would unquestionably provide a cutting edge to the students over others. Proper infrastructure is equally important along with other things for providing quality education. There has to be a constant value addition through various types of courses which are offered to students.

Learning outcomes are indeed a key to a meaningful education, and focusing on learning outcomes is essential to informed diagnosis and improves teaching processes and student learning. While there is a long tradition of learning outcomes’ assessment within institutions’ courses and programmes, emphasis on learning outcomes has become more important in recent years. Interest in developing comparative measures of learning outcomes has increased in response to a range of higher education trends, challenges and paradigm shifts. Given AHELO’s global scope, it is essential that measuring of learning outcomes is valid across diverse cultures and languages as well as different types of higher education institutions (HEIs).

In the task based learning, students themselves can select a task relevant to local business environment and further they can experiment for his/her understanding. Students can also be exposed to the global environment by collaborating with foreign universities. Students should be given wide exposure to the practical world along with the theoretical knowledge. This

would facilitate the students to correlate the theory with its application. This can be made possible by creating industry-institute linkages and also adoption of task based learning.

National Assessment and Accreditation Council in India, and the Australian University Quality Agency – have usefully shifted the policy debate toward developing measures of student performance and achievement in tertiary institutions. However, despite such progress, there is still limited attention to the critical role of institutional implementation of such new mandates. More attention is needed to the many complex tasks that institutions of higher education must undertake in order to define and implement systems to assess learning outcomes. At best, colleges and universities are called to action, but without any specification of who, what, where or how the recommendations are going to be implemented.

The implementation stage, in which assessment tools are used, calls for very different types of involvement. Institutional-level action is the focus, although institutions may obtain guidance and assistance from external sources. Equip students with skills essential for work and life in the 21st century global society. Using technology for purposes, such as writing, research and analysis—rather than simply drills and practices can enhance student competencies that surpass the knowledge and skills typically measured in achievement tests. These competencies include problem solving, creativity, collaboration, data management and communication. Many employers find these skills lacking among today’s college graduates.

A number of separate tasks must be addressed within institutions of higher education, including:

- ✓ developing an administrative plan and schedule for bringing in new systems
- ✓ developing assessment instruments (or modifying existing ones)

To fit each of the institution’s programs interpreting assessment results to public audiences (i.e., public accountability) interpreting and acting on assessment results for program improvement (i.e., program accountability).

Educational institutions are a part and parcel of the society. While designing various policies they should be in sync with the needs of the community. The present corporate world is full of competition wherein new technologies are emerging every day and everything is turning towards globalization. Management courses develops skillful workforce which constitutes of leaders as well as competitive managers in future. They must have the ability to handle complex business situations and should maintain healthy relationships with clientele.

The university’s role is to help students make their own decisions by stimulating discussion. Universities are charged with the task of helping people to develop to their fullest potential and be the best they can personally be. A university education should enable graduates to make a positive contribution to their communities.” Goldman, J. (2000). “Path” program pushes students to think ethically. Recent research shows that:

1. The leadership that makes a difference is both position based (principal) and distributive (administrative team and teachers) but both are only indirectly related to student outcomes;
2. Organizational Learning (OL), or a collective teacher efficacy, is the important intervening variable between leadership and teacher work and then student outcomes;

- Leadership contributes to OL, which in turn influences what happens in the core business of the school - the teaching and learning. It influences the way students perceive teachers organise and conduct their instruction, and their educational interactions with, and expectations of their students.

Higher education institutions have not only become more diverse in type, ownership and educational offerings, they have also diversified their missions, targeting specific groups of students (women, minorities, the disadvantaged or students with special needs, adults and lifelong learners, international students, etc.), serving specific local or regional needs, specialising in some niche areas, or establishing close links with specific industries/corporations (Altbach et al., 2009). This suggests that HEIs, over time, have assumed responsibility for a far wider range of occupational preparation than in the past. Altogether, it has resulted in a strong institutional differentiation to meet the needs of increasingly diverse target audiences.

Any patterning of the original intent that underlie MBA programs in order to provide individuals with technical backgrounds and experience with the business training that become necessary as they assume greater managerial responsibilities. Though business students may need training in social, environmental and moral reasoning more than most other students, as they face these challenges and dilemmas in management, they do not always receive such education, and if they do it is usually not mandatory. In the context of organizations, we need to fore-read organizational culture before developing a framework for corporate ethics (Michel Dion, 1996).

All the four quadrants of business i.e. Finance, Marketing, Operations and Human Resources (Capital) deliver within the domain of shared Culture and Ethics. Though separated by their functional boundaries of structure, in practice all the four areas seamlessly collaborate to attain the organizations' mission. The Financial quadrant reflects flexibility to adapt to standards of reporting thereby increasing transparency. Operations quadrant defines practices of supply chain and third party logistics. Marketing quadrant identifies marketing communication and the role of ethics in building loyal customers. Lastly the Human Capital which forms the basis of execution for accepted values of ethics. Beliefs of the employees act as bandwidth for transmitting these values across the organization.

The role of academics is neglected in most policy discussions about quality assurance. Yet, any effort to define student outcomes and to assess a program's success in helping students to reach those outcomes is, in its essence, an academic task, not an administrative one. Academics have the expertise in subject areas; they have the experience with instruction and with strategies for achieving instructional objectives as central components of their day-to-day work. Giving members of the professoriate a central role in accountability is also consistent with long-standing principles of academic autonomy. In some countries, academic freedom is buttressed by formal legislation or by the wording of university charters, but it also is reflected in widely accepted norms for universities in almost all countries.

One size fits all approach of management theories limits the understanding and success of our efforts as the cultural background of people vary from one country to another (Richard M. Steers et al.). At these business schools, a premium exists in the admissions process for work experience,

maturity, and demonstrated workplace leadership. Such programs seek out applicants with not only outstanding academic credentials, but an understanding of their career goals, how they anticipate advanced study can help achieve these goals, and that can actively contribute to the educational process through their experience.

Even companies directly involved in developing educational products and solutions have typically fallen short, rarely investing in the research needed to design products that optimize learning. As a result, most corporations have had minimal impact on the success of large-scale education systems.

It is known fact that there is a growing shortage of school leaders and a suggestion, but little evidence, of a declining quality of candidates for school leadership positions. The reasons for this shortage can be grouped under societal, system and school influences and include unrelenting change, increasing and sometimes conflicting expectations, mandates and accountability, bureaucracy (especially excessive paper work, the increase intermediary bodies and new approaches such as whole-of government), budget cuts, an emphasis on administration rather than leadership, and a 'conspiracy of busyness', that is the way time, space and communication patterns are structured.

Management and its effectiveness are universal issues which have influence on the development or under-development of a country. There are several challenges of management education, which require change in the character and structure of management education and integration of management education with the corporate sector and non-corporate sector. The biggest challenge of the corporate world is to produce efficient managers. Therefore, the educational system that produces this universal product of MBA assumes considerable significance.

The vision of conservative architects who were at the helm of affairs proved to be benign. There were compliments for this approach and there was a steady march towards recovery from indirect effects of global financial turbulence. We all have seen how India is poised for a double digit growth keeping this sound foundation of its fundamental values towards equity and welfare. No wonder the collapses in the West have triggered interest and evoked respect for these values.

A global crisis in education is threatening social stability and economic progress. Around the world, 200 million people are unemployed, while nearly 60 per cent of CEOs report that a shortage of skilled labour is holding back their company's growth. Not only are schools failing to equip students with skills they need for employment in the 21st century, but, at the most basic level, 250 million primary school students worldwide cannot even read and write. While governments, non-profit organizations, and school leaders have long struggled to overcome these challenges, but have had limited success.

Shared value defines a new role for business in helping to overcome the global education crisis. Companies have the scale, human capital, financial resources, technologies, and political influence to help improve educational outcomes and cultivate the skills needed for successful careers. All companies can create shared value in education, but their opportunities to do so tend to depend on their specific needs and capabilities.

Companies that face a lack of skilled workers can create shared value by engaging with education systems to foster the diverse

skills that are essential for the development of human potential. While this imperative is strongest in industries of rapid growth or regions with weaker schools, every company has the ability to create shared value in this way.

Excerpts from Mr. Prakash Javadekar's (a Union HRD minister) interview about Education being a National agenda with the Times group, 26-Aug-2016: Education is a national agenda. 27 crore students are learning from KG to PG. Almost every family is touched and everybody has an opinion. India must make education research-oriented and innovative at the higher end and promote inquisitiveness, to explore and gain knowledge, enhance skill level and a practice value system. His ministry does not think this is confrontationist task, and that all stakeholders should come together to make it happen.

With regard to trained teachers, there are few issues. The idea is to improve the quality of education because the country has achieved expansion. In enrolment, India has reached practically everyone but unless the country provides quality, right from primary level, it will not achieve what is expected. Improvement of quality is essential. (At the Inter State Council), It has been observed that every state in India is doing something to improve quality – thus everyone has realised this. What needs to be understood about all religions is that their teachings are the same - Truth, Non-violence, and 'Bhaichara' (Brotherhood), empathy towards others or those with different abilities. These are human values. Indeed, these are universal values. The Ministry's aim is to help students become human beings and good citizens.

As institutions of higher education involved in the development of current and future managers, Indian management education must declare its willingness to progress in the implementation, within institution (s), by following some principles, starting with those that are more relevant to its capacities and mission. These principles are well stated by global mission of UNGC as the Principles of Responsible Management Education (PRME). PRME seeks commitment from the educators i.e. from the Management System, Institutions, and from faculty level. The 6 main principles of PRME are: Purpose, Values, Method, Research, and Partnership and Dialogue. The seventh principle is: We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students.

This is definitely a great wave of development in management education. A history of the relationship between business academia and the business profession suggests that business practices drive academic research; research stimulates changes in practice; and revised practice drives more research. Given the rapid and monumental developments in practice associated

with the globalization of business, this discussion is necessarily more of a prologue than a definitive exposition of the situation, more of a call for further research than a settling of mature questions, and more of an appeal to action than a satisfied endorsement of the status quo.

However, if India is to maintain, and or enhance its global economic position, business schools need to respond in a timely manner. This will require not only an infusion of resources, but institutional and government commitment to upgrade the standards and defining the role of business education that will lead to future economic development. It will also require breaking away from traditional academic models of pedagogy and hierarchy that are deeply rooted in Indian culture. The road ahead is beset with challenges but also unimagined growth possibilities.

Bibliography

- [1] Anil Kshatriya, A perspective on Indian culture and business ethics. SSRN – Id:1695281
- [2] 2013-14. Annual Report. Human Resource Ministry, GoI
- [3] Karine Tremblay, (2012). Assessment of higher education learning outcomes – AHELO, Feasibility Report Vol.1 – OECD Series
- [4] Oct-2008. Business schools in India: Current challenges, future opportunities. Decision Line
- [5] Robert F. Bruner, (2011). Globalization of management education: Changing international structures, adaptive strategies, and the impact on Institutions. Emerald – AACSB International
- [6] Griffith graduate attributes: Ethical behaviour and social responsibility Toolkit (GIHE),. Griffith University
- [7] Barbette Moeller and Tim Reitzes, (July-2011). Integrating technology with student-centred learning – A Report. NMEFDN
- [8] Abhishek and Nisha, (Apr-2017). Knowledge Economy: A Need for Social Reformation. NRJP Vol.1 Issue-01
- [9] Shubhendu S. Shukla, (2013). Management education in India: Issues & Concerns. IJEL Vol.2 No.2
- [10] (Dr. Ela Goyal), Moving towards socially & environmentally responsible management education. SIES College, Navi Mumbai
- [11] (Shahida P.), Quality of management education in India: Development of a conceptual framework . IJMPCT
- [12] 2008. Status of education in India – National Report. NUEPA & Human Resource Ministry, UNESCO
- [13] Jun-2014. United Nations Principles for responsible management education. PRME
- [14] Dr. Arup Barman, (Feb-2012). Whither Indian Management Institutions are globally responsive? SSRN – Id:2001359