



THE ROLE OF ETHICS AND MANAGEMENT IN HIGHER EDUCATION IN INDIA - A PERSPECTIVE

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**If you offer your food to the hungry and satisfy the needs of the afflicted,
then your light shall rise in the darkness and your gloom is like the noonday.
Holy Bible (Isaiah 58:10)**

Contemporary human civilization is fraught with struggle for existence and is a constant endeavor for survival. In this process the fittest will survive and majority who don't have the skills for survival will end up in struggle. As a civil society with hunger is bound to create problems like crime, violence and felony and the only way to ensure order and harmony in the society is by providing opportunities and avenues for employment through which peace and tranquility can be established. In this aspect Education with ethical tenets will play a vital role. To ensure this ideal especially in Higher Education the role of Management is vital and essential.

In the process of ensuring equal opportunities for employment a system of education which will constantly interact with the requirement of the society in a dynamic way by keeping the needs of the Indian society with all its complexities and also keeping in the mind the requirements and the demands of the international society and environment in view of the globalization and liberalization policies that are effective and are in force.

This aspect of ensuring and designing a educational system which takes into consideration the various requirements of the society as well as the individuals calls for a dynamic interactive plan which should start with the mapping the present state versus future requirements. In other words 'being able meet the supply with demand'. It's a perplexing dilemma 'whether Ethics decides economics or Economics creates ethics in a society'.

INDIAN HIGHER EDUCATIONAL SYSTEM

The system of higher education in India, the structure, process, different land marks that govern the system from time to time is to be taken into consideration. It is also essential to have an understanding with reference to objectives, goals, demands, problems, planning and execution of higher education. The role of different higher educational institutions in different fields and their contribution and their journey



towards the fulfillment of the mission of imparting education to the demands of the society and their contributions were to be taken into consideration and are to be mapped clearly with reference to their present capacity and performance vis-à-vis future requirement.

Higher Education in India is one of the most developed in the entire world. In fact there has been considerable improvement in the higher education scenario of India in both quantitative and qualitative terms. In technical education, the Indian Institute of Technology's (IIT), and in management, the Indian Institute of Management's (IIM) have already marked their names among the top higher educational institutes of the world. Moreover the Jawaharlal University and Delhi University are also regarded as good higher educational institutes for pursuing postgraduate courses and for research in science, humanities and social sciences. As a result, students from various parts of the world are coming today for higher education in India.

Higher Education Institutes in India:

Universities and its constituent colleges are the main institutes of higher education in India. There are at present two hundred and twenty seven (227) government-recognized Universities in India. Out of them twenty (20) are central universities, one hundred and nine (109) are deemed universities and eleven (11) are Open Universities and rest are state universities. Most of these universities in India have affiliating colleges where undergraduate courses are being taught. However Jawaharlal University is a remarkable exception to this rule. Apart from these higher education institutes there are several other private institutes in India that offer various professional courses in India. According to the Department of higher Education, government of India, there are 16,885 colleges, 99.54 lakh students and 4.57 lakh teachers in various higher education institutes in India.

Institutions Governing Higher Education:

The institutions which are governing higher education in India are quite independent and multi-faceted. Among these institutions, University Grants Commission (UGC) is responsible for coordination, determination and maintenance of standards, release of grants.

Professional Councils are responsible for according recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes and various awards. The statutory professional councils are:

- a. All India Council for Technical Education (AICTE),
- b. Distance Education Council (DEC)
- c. Indian Council for Agriculture Research (ICAR),
- d. Bar Council of India (BCI),



- e. National Council for Teacher Education (NCTE)
- f. Rehabilitation Council of India (RCI)
- g. Medical Council of India (MCI),
- h. Pharmacy Council of India (PCI)
- i. Indian Nursing Council (INC)
- j. Dentist Council of India (DCI)
- k. Central Council of Homeopathy (CCH)
- l. Central Council of Indian Medicine (CCIM)

Further, Central Government is responsible for major policy relating to higher education in the country. It provides grants to the UGC and establishes central universities in the country. The Central Government is also responsible for declaration of Educational Institutions as 'Deemed to be University' on the recommendation of the UGC.

Presently there are eighteen (18) Central Universities in the country. In pursuance of the Mizoram Accord, another Central University in the State of Mizoram is planned. There are ninety nine (99) Institutions which have been declared as Deemed to be Universities by the Govt. of India as per Section of the UGC Act, 1956. State Governments are responsible for establishment of State Universities and colleges, and provide plan grants for their development and non-plan grants for their maintenance.

The coordination and cooperation between the Union and the States is brought about in the field of education through the Central Advisory Board of Education (CABE).

Special Constitutional responsibility of the Central Government: Education is on the 'Concurrent list' subject to Entry sixty six (66) in the Union List of the Constitution of India. This gives exclusive Legislative Power to the Central Govt. for co-ordination and determination of standards in Institutions of higher education or research and scientific and technical institutions.

The economic magic of education is widely accepted with developing nations. Education holds miraculous powers in providing upward mobility for the individual and in boosting economic development for a nation. Human Capital theorists (Wagner, 1990) have formalized this faith by offering empirical evidence suggesting that the young 'individual' often does benefit economically from increased levels of schooling within developing nations. Proponents of this theory make the rationalist assumption that the individual (or ones family) maximizes his or her economic return in choosing between additional schooling or moving into the labor market. A neo-classical assumption is then made regarding the occupation and wage structure, namely that higher wages are allocated to more productive workers. Therefore, additional investments in human capital formation- by families and nations – lead to higher



productivity, private income gains, and aggregate economic expansion (Schultz, 1961). Shultz also clearly states that ...'Coming together of education and career goals occur when the workers schooling is equivalent to the levels of education generally required for their occupation'. (Schultz, 1961)*

On the contrary a section of the scholarly view doubts the real contribution of education to economic development. Advocates of alternative proposition suggest that gains in education and schooling follow economic development rather than precede economic growth {Collins, 1977}. In addition the most advantaged classes may gain the most from raising levels of education and schooling, reinforcing social and economic inequality (Saltow and Stevens, 1981).

*.Page .37, Ph. D Thesis entitled "Under graduate Publishing Education: Perception and workforce reality in Tiwan" Submitted to University of the Incarnate Word, 2008, UMI No. 3316909.

Further, Educationists and Psychologists have focused on discrete elements of reading and writing skills. Such a skill-based approach (termed the 'autonomous model' by Street, 1984) conceptualizes education as an autonomous variable whose impact on society and cognition flows from its intrinsic character. This model tends not only to make claims to universalism but privileges the text and the teacher, totally ignoring the knowledge the learner brings to the learning situation. It doesn't concern itself with the questions of power distribution and authority relations in society nor does it deal with the politics of education.

Whether education contributed to economic development of a nation and how much this contribution to Gross National Product (GNP) – are not particularly useful questions for two reasons. First, it has been evident from what has been learned from experience and studies about education and economic development that the relationship between the two is an interactive one rather than one of the linear causations (Wagner, 1990). The productive model of investigation of physical science applied to the social phenomenon of how education interacts with other aspects of social change does not necessarily enhance knowledge and understanding. Expansion of education or launching of a education effort is not independent of other forces of social change. Secondly, societies fortunately do not take decisions on such questions as investment in basic education which impinges on their basic education, values and goals on the basis of rates of return. When such decisions are taken, practitioners in the real world know that the choice is about combinations of physical and human components rather than one or the other (Ibid, 1990).

There is general agreement among scholars that one of the fundamental breakthroughs in the emergence of civilization was the invention of writing as a means of communication. With a written word it has become possible for historical events to be accurately recorded, and for knowledge to be more widely and quickly



disseminated among several generations. In writing about importance of education, Goody and Watt (1977) point out that not only was trade, commerce and economic sector of the society radically altered, but also the nature of human interaction transformed. In their own words “Truth and knowledge necessarily connote a single cultural standard.” Goody and Watt (1977) *.

In short, the educated person has greater powers of communication, critical consciousness and control over his or her environment. The mobilization of human potential for social and collective action in ancient Egypt, Babylonia and Greece and even with partially literate populations dramatically surpassed that of pre-literate tribes or nomadic groups. Education is also a basic human right which expands personal choice, control over ones own environment, and allows for collective action not otherwise possible. Much of the concern today in under-developed and developed countries about education stems, at least in part, from this consideration. (Ingemer and Saha, 1989).

*“The SAGE handbook of rhetorical studies” P.No. 347 By Andrea A. Lunsford, Kirt H. Wilson, Rosa A. Eberly, Sage Publications, , Madhura Road New Delhi-110044, 2009

There exist drawbacks in general education in India as well as all over the world like lack of learning materials, teachers, remoteness of education facilities, high dropout rate etc (UNESCO,2002).

Participation of Indian students in education

(Source: Department of Higher Education, 2007)

Stage of education	Gross Enrolment Ratios (2003-04)
Elementary	85%
Secondary	39%
Tertiary stages of education	9%

Thus, the participation rates of the Indian population in education, and especially in higher education are quite low. In the current Information society, there is an emergence of lifelong learners as the shelf life of knowledge and information decreases. Further, given the population growth and the growing requirements in future, there is a need to provide efficient higher education in India. The efficiency of higher education needs to be both in qualitative and quantitative aspects.

ETHICAL VALUES AND FACTS

The subject matter of ethics is of two types i.e., in the first place both are beliefs about facts, the first one being what is the case and the second one is about the norms in other words what is to be done. The debate is obviously about an idea of value. Plato (Republic, 352 AD) opined moral philosophy is enquiring “how we ought to live’. By means of studying ethics one will not get the solutions for the problems of



life or will aid one as a crutch on which you can lean on but will make one more rational more responsible and more a human being who will be able to contribute for the common good of the society in general.

Value is the concept that majority of the people cherish, desire and aspire which we may call it an 'ideal' which can be called as ethical. It is always on the higher plane than the actual and is always blended with the welfare and well being of the majority and their happiness. The conflict between the ideal and the actual is the individual personal happiness coming in conflict with the social or common happiness. It's a fact that in the event of a conflict between the ideal and need it is always the ideal that is sacrificed because of the compulsion that the need cannot be postponed. This kind of incapacity on the part of the human beings always lead to a situation that there exist a gap between the ideal and the actual. This is because of the situation that man can not compromise on his personal happiness for the sake of collective happiness in most of the situations. This kind of situation has been prevailing from the day man started his life on earth and will last forever till the end of man's existence. G.E Moore has summed up and distinguished between the two types of questions man faced are . ' What kind of things ought to exist for their own sake and secondly what kind of actions are we to perform.' (G.E.Moore) *

ETHICAL TENETS IN DESIGNING HIGHER EDUCATIONAL SYSTEM IN INDIA:

Modern ethical tenets that are to be followed in designing the educational system in India need to be chalked out and to be drawn out clearly. For this purpose the objectivity of the country and in its totality is to be taken into consideration. In line with this thinking the modern educational system is to be designed by utilizing the Modern Management principles.

*G.E.Moore (A Study of His Ethics) p.23 First Ed.-1989 by M.A. Hamid, ISBN 81-7099-174-9, Mittal Publishing House A-1/8 Mohan Garden New Delhi – 110059 India.

Indian society is a diverse work force with all its complexities and is to be enumerated by utilizing the modern tools of research and technology in preparing the map of requirements of educational system. Ethics and ethical tenets are broadly the guidelines for the majority happiness and well being and hence they are broadly indicative but not absolute and dynamic as well. In other words the concept of good and virtue keep on changing from time to time and it is not constant. Being able to work with constants is difficult and to work with dynamic concepts is more difficult but not impossible. The essential fact that enables one to design systems for dynamic concepts is passion and professionalism. The one point that is to be kept in mind is that at every stage of designing the educational system need to be resorted to tangibles and should be clearly quantified with some new scales of design which will help understand with clarity by avoiding ambiguity.

MANAGEMENT A PERSPECTIVE

Management of higher education in India is being viewed as a powerful tool for fostering the development in the recent years by the rulers and administrators.



Management also plays a vital role in judiciously administering the meager and valuable resources and helps obtain the desired results in achieving the nation's goals at macro and micro levels. In order to understand the basic tenets of Management, a brief review of Management Thought and its transformation over years is attempted in nutshell.

THE ROLE OF MANAGEMENT IN HIGHER EDUCATION

Management emphasizes on a constructive and systematic approach and methodology for any organization. The management of educational institutions requires some principles to be adopted in shaping the students to become good citizens. In education system besides teaching the student should be inculcated moral values, along with basic management tenets should be embedded in the system.

Frederick Winslow Taylor (1856-1915) - Classical perspective of Management has stressed the need for rational and scientific approach to study and problem solving that emerged during the late nineteenth (19) and early twentieth (20) century which sought to make organizations efficient machines. With the beginning of the factory systems in 1800s the approach to pinpoint organizational plans, tools, structures, systems, jobs, employee's roles and strict adherence to objectives/goals achievement became the basic pre requisite. The various aspects of modern management are mostly oriented towards production and production oriented factory setups which started mostly in the west during the early 19th century and picked up momentum after the Second World War. Through his theory regarding improvement of productivity on labor has earned him the status of 'Father of Scientific Management'. He preached for, deviating from thumb rules to precise measurement of procedures for various aspects of work and related activities from the stage of planning and its various stages of transformation into product and beyond marketing and service as well. In this process Taylors's statement that 'in the past man has been the first but in the future the system must be first' was acclaimed by one and all and reflects his thinking on the need for precision in assessment (Planning) as well as up to the stage of execution.

Henry Gantt L- Scientific Management is a sub field of classical management perspective and emphasized and strove hard to scientifically determine changes in management practices as the solution to improving labor productivity. Frank B Gilbreth & Lillian M Gilbreth (1868-1924) both wife and husband', the former being a mason and his wife being an industrial psychologist pioneered time and motion study, i.e., the former has divided work into various movements and the later provided the scientific measurement with reference to time and level of effort in case of different work situations.

Max Weber a German theorist introduced the most of the concepts on bureaucracy as the systematic approach to management started developing in the Europe during the late 1800s. In this regard it is worth noting that there existed a hierarchy in the organizations and the individuals and individual goals attained more importance than the group or organizational goals.

Mary Parker Follett (1868 – 1933) was a major contributor for the



administrative principles' approach to Management. Her ideas were followed by the businessmen because of their practical utility and result orientation which were relatively overlooked by management scholars. Her emphasis on worker participation and shared goals among managers was followed by many contemporary business people of the time which was recently discovered by Corporations of USA. In her own words '...Democratic ideal will never advance unless we are given the opportunity of constantly embodying them in action..' * Mary Parker Follett (1868 – 1933) The most significant work in this direction 'General and Industrial Management' of Henry Fayol discussed fourteen (14) general principles of management several of them happen to be the regular practices of the modern management philosophy even today. Unity of command – is the concept that each worker/employee has to receive instructions/orders only from one – superior or boss. Division of work is a work technique that workers are amenable and are capable of producing more with the same amount of work/effort because of specialization. Unity of Direction – same type of activities in an organization are to be grouped together in an organization under one manager. Scalar Chain – a chain of authority that starts from the top of the organization and ends at the bottom and includes each and every employee irrespective of his trade, education, skill, or designation.

*"Mary Parker Follett Prophet of Management" By Pauline Graham 2003 reprint by Beard Books Washington DC By arrangement with Harvard Business School Press ISBN – I-58798-213-7- USA Pg. No. 248

Chester I Barnard (1868 – 1961) contributed two important concepts in management i.e., informal organization and the acceptance theory of authority which state that people are not mere machines and people follow orders as they perceive positive benefits by doing so. And this concept of informal organization plays a crucial role in organizational success. In general classical perspective of management has contributed successfully for the productivity and industrial growth and development of United States of America and other countries especially Japan borrowed from USA and got benefited as well.

Douglas McGregor (1906 -1964) proposed the famous X theory and Y theory, wherein X theory views workers with negative assumptions that workers detest work and to be forced to work and to be closely supervised, etc. and Y theory with positive assumptions that 'workers like work and enjoy it and keep on producing without any supervision with self motivation'.

Management Science Perspective emerged after the Second World War with a strong reliance on the subjects like applied mathematics, statistics, and other quantitative techniques being resorted to, for finding solutions for the management problems in organizations.

Management theory by employing all the above methods strove hard to find solutions for anything and everything that is connected with production of goods as well as services. The range of activity for this approach includes both production of goods and services that are connected with human being and its existence. In this



regard education is also in no way different from the innumerable services that falls under the scope of management.

Management by virtue of its nature and content is dynamic and seeks finding solutions for the problems that arise out of each and every situation. In other words management always preaches 'The Only Right Way Always' in approach of the problem and finding the solutions by utilizing the optimum of the resources and getting always the best in any given situation, be it quality, quantity, time or resources. With population explosion and its ever growing needs have given an impetus for this management approach of 'optimization of resources and maximization of production and quality. The other factors that aided management to be the basic tool for handling any activity are the globalization and information technology with all its ramifications and exciting consequences for success in competition for organizations, groups and individuals as well and education being no exception.

The definition for the system may be taken as that as a set of interrelated parts that function in tandem as a whole to achieve a common purpose'. Systems concept has broad meaning and systems will have boundaries and they also interact with environment and the organization. In this aspect management treats organizations as a set of inter dependent systems depending upon the area of operation and the nature of the production activity be it a product or service which are inter connected in achieving the goal or objective.

Systems theory is synonymous with the concepts of entropy – the tendency for a system to run down and die, and synergy – the concept that the whole is greater than that of its parts and subsystems parts of a system that depend on one another for their functioning.

Another important feature of system is that there are inputs and through a process, output is obtained. The presence of internal and external environment and the important process is the feedback between input and output are the important features in systems theory.

Mathematical or Management Science Approach is the quest for precision and exactness in management and its approach the methods of mathematics, inductive, deductive and symbolic logical principles are being utilized wherever they are applicable and able to find solutions for problems in management. Even though most of the problems can be modeled on mathematical basis there is a serious constraint and limitation in applying this approach to each and every management problem that is not feasible always. This approach handles the problems in cause and effect and contingency aspects.

Operational Approach draws heavily from other fields of knowledge, the concepts principles and techniques and also the content or knowledge of management approaches, it has clearly drawn a differentiation between managerial and non managerial knowledge. It also has facilitated in developing the classification of the management system based on managerial functions viz. planning, organizing, staffing, leading and controlling. However the major weakness of this approach happens to be



that of not identifying or representing the vital function of 'coordination' and its purpose in management.

"Purposive Moral action undertaking long term projects with ethical goals in mind involves far more than simple decision making. It can take a variety of forms, have a variety of goals and is supported by a variety of influences."(**Goncalo Jorge Morais da Costa** 1979)*

***Goncalo Jorge Morais da Costa** "Ethical Issues and Social Dilemmas in Knowledge Management: Organizational Innovation" ... By,IGI Global. Copyright. ISBN-978-1-61520-873-9, 1979 Page No.19.

Suggestions:

It is an ambitious idea to find out an integrated solution for the ailments of India through its Higher Education System spearheading the leadership roles in the areas of science and technology as well as business and service provision for the growing needs on the model of a computer programme/flow chart. In this aspect individual units or areas of operation can be segregated and worked out by using the principles of heuristics and algorithms by integrating the concepts of Ethics Education and Management. When once it is taken up and concluded in one small area, it will pave the way for overall problem and solution of higher educational system being designed to the growing needs of the population on a dynamic basis.

Findings:

Every society vouches and strives for ensuring the happiness of the majority of the people and India is no exception in this regard. Accordingly the Indian ethical system and the tenets are that of majority good and happiness and higher education system is to be designed to ensure and deliver this ideal without any flaw and slippages.

In designing the Higher Education System the demographical requirements of different populations are to be taken into consideration and a blue print of the existing state of system is to be chalked out.

In the second aspect the SWOT (Strengths, Weaknesses, opportunities and Threats) are to be evaluated with reference to the globalization and liberalization policies of the country. For this purpose the information and technology models of ERP(Enterprise Resource Planning model relies on quantifying the elements of inputs processes and outputs and quality enabling the entrepreneur to have absolute control on events and outcomes) and MIS(Management Information Systems are the software programmes as to how elements of data, information and knowledge are to be stored , Retrieved and utilized for perfect/right decision making) models are to be utilized to draw a flow chart without any ambiguities.

Once the model is worked out the model is to be constantly adjusted with the changes in the national environment versus global environment. This dynamic process of adjusting the Indian higher educational system will ensure a major leverage to the country as a unit and the Management Principle of 'Only the - The right way" always is to be followed. Then only the optimization of the resources will result in the maximization of productivity especially in the service sector which is to the tune of



65% in India's GDP will get a shot in the arm of our country which in turn will trigger the aspect of material prosperity ensuring metaphysical pleasures.

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