

A Study on Ethical Transformation in Higher Education with Special Reference to University Social Responsibility

Ankita Srivastava¹, Dr. L. N. Koli²

^{1,2}Dept. of Accountancy & Law, Faculty of Commerce, DEI, Deemed University, Agra (U.P.) India

“Our motive as well as the our deeds must be honest”

ABSTRACT

Universities play very important role in any society. In this era the universities face a new set of environment and challenges that need to be dealt independent from governmental & state support. These new environment & challenges will have their impact on the quality of education, university autonomy, academic freedom and their changing focus and responsibilities towards the societies. The best approach of the universities is to adapt the new environment and understand the new concept of the university social responsibility. In the higher education we do not consider its excellence only in respect of academic subject, as a green campus area, ethics curriculum and in communities' engagement, but also in a value orientation, teaching quality, teaching staffs as well as the students. We consider respective parameters of ethical values in higher education, responsible leadership; unethical researches open or distance educations systems. The pilot study and self diagnosis of internal public perceptions has been done regarding university social responsibility.

Keywords: - University Social Responsibility, Impacts, Stakeholders, Public Perceptions.

I INTRODUCTION

Corporate Social Responsibility- Corporate Social Responsibility (CSR) is the conceptual framework where the companies not only consider their profitability and growth, but also show the interests towards society, culture and the environment by taking responsibility behalf of the impact of their activities in respect on the stakeholders, surroundings, customers, workers & staffs, communities, as well as all other members of the communities sphere. The basic principle is that when the corporations get superior, apart from the financial responsibility of the earning profits, and there are many other responsibilities attached to them which are more of non-financial or social in nature. These are the expectations of the society's culture from these corporate to provide something in return to the society by means of whose explicit or implicit help these entities positions wherever they are situated.

Corporate initiative is to assess and to take the accountability for the company's effects on the environment and its impact on the social welfare. Corporate initiative generally applies to the company's efforts that go away further than what may be required by the regulators or environmental protection groups. Corporate social responsibility may also be referred to as "**Corporate Citizenship**" and can involve incurring short-term expenditure that do not provide an immediate financial benefit to the company, but instead promote positive social and environmental changes.

(a) **University Social Responsibility-**CSR is patrician to aid an organization's mission as well as a guide to what the company stands for to its consumers. Business ethics are called the most important measurement of applied ethics that can

be analyzed by the principle of the ethics or we can say ethical principle and the moral principle that can be arise in the business environment of the university. ISO 26000 is acknowledged the international standard for university social responsibility. Public sector organizations hold to the Triple Bottom Line. Generally it is accepted that CSR (corporate social responsibility) holds to the similar ideology or we can say that holds to the similar values and ethics, but with no formal act of legislation. The perceptions of the peoples are now comprehensive away from the purely commercial corporations, e.g. to universities Social responsibility, a new core responsibility that complements moral and legal responsibilities, is a collective, not personal, responsibility that fosters political creativity. Whereas moral and legal responsibilities govern our acts, social responsibility governs our impacts; that is, the latter governs not what has immediate and local consequences, but what has to do with distant systemic and global emergencies. Once we understand that social responsibility is responsibility for impacts and that impacts are not the same as acts, we can explore the theoretical and practical richness of the social responsibility of organizations, in particular of universities.

The function of the social responsibility is not only important for the corporate or industrial world, but it is also important in the academic system. In university social responsibility, we consider the higher educational institutions and the centre of high level knowledge are also good for the corporate citizens that is concerned about the impacts of the university that caused the operation to the different internal as well as the external stakeholders of the university.

USR differs from Corporate Social Responsibility (CSR), because it takes into account specific impacts related to higher education institutions. These impacts are classified as organizational (related to work climate and environment), educational (academic foundation), cognitive (epistemological research) and social (outreach). However, in order to evaluate how an institution is behaving well or badly in socially responsible terms, there are 4 steps that universities should bear in mind: Commitment (of the president, deans and directors), self-diagnosis (performed by internal public-students, staff, faculty, or external public-local communities, suppliers, governments, other academic institutions, and alumni), fulfillment (determine strengths, weakness, critical points and suggestions of the self-diagnosis), and reporting (communication and compliance). These four steps for evaluating University Social Responsibility practices propose a continuous improvement and a self-reflection of daily operations of higher education institutions.

(b) Current Quality and CSR Approaches at Academic Education Level-In this era education has strategic values; by that mean it can be viewed as a systematic strategy which is used to create desired changes in individual behavior in society for the benefit of all. With the help of the approach the education is very important for the every person or individual and it also creates the life changes. Now a day's education plays a very important role and also produces the knowledge or the awareness that is very important need of the society like health, security, education, defence, communication, moral ethics and values and the cultural development.

As with all institutional applications, a government comprehension that exists for its nation and assumes a team spirit must understand the basic theories to catch national quality and to carry it into universal dimensions. Thus the citizen, who is the customer of the government, is an individual cross-section of the mass, which must be pleased. With the help of this approach the citizen must be predicted as the basic community that they deserved the normal life or we can say that standard life and improve their thinking without making any language, religion, sections etc.

The popular argument for university education (Crowther 2003) is based upon the creation of a potential for economic capital inherent in the acquisition of tertiary education, and this is considered to be sufficient justification in its own right. Universities are concerned however with a different type of capital which they jealously guard and this is intellectual capital. Many within higher education would argue that one of the purposes of a university is to create intellectual capital. Indeed universities seek to appropriate ownership of this. This intellectual capital and one of the sources of dispute in universities is concerned with who owns this intellectual capital – academics or the universities as their employers.

Generally speaking the more circumstances in which we are able to act appropriately the greater is the amount of social capital which we possess. Social capital comes initially from our family and our upbringing but it is also acquired through experience and practice and the more we possess than the wider range of situations in which we feel comfortable. Also cultural capital refers to the range of people who we know and can contact. In essence, therefore, cultural capital equates to our social network. It knows people who have different networks which largely do not overlap which provide us with cultural capital because this enables us to expand our own social network. It is also important to remember that the more influential – in whatever terms or spheres are important to us – the people in our social network are then the more cultural capital this gives us. Our cultural capital comes from our ability to make use of our social network in ways which are beneficial to us. Possessing a social network, and thereby cultural capital, is not of course solely concerned with being able to use this to our own advantage as others in our network are also seeking to make use of it to assist them.

Any type of organization or we can say that the industries (corporations, NGOs, universities, government) can cause specific impacts due to everyday operations internal as well as the external stakeholders and management. From the time to time organizations produce the positive impacts on the economy, society and the environment itself, whereas sometimes it also produces negative impacts without realizing it. Universities have impacts on the economy, society, and environment due to a high number of people and vehicles around campus, high consumption of materials, and development of complex activities, among other causes.

(c) Types of University Impacts



- (i) **Organizational Impact:** - As with any organization, universities have also impacted on the life of internal public (staff, professors, and students), and specific impact on the environment regarding how campus operations are performed (waste, deforestation, transportation, contamination, etc.). Universities must ask themselves how they are fulfilling everyday operations around campus. In organizational impact both are affected like people of university teaching or non-teaching staffs, students etc, & environment of the university like transformational cost, energy cost etc.
- (ii) **Educational Impact:** -An educational impact involves teaching-learning processes and the development of the curriculum. Universities must ask themselves what kind of professionals is educated and how they can restructure teaching and training in order to educate responsible citizens. The University also provides the education to the general people, professional peoples and their impact related to their behavior, their code of ethics, their social behavior or role to the general peoples and also includes discipline in it.
- (iii) **Cognitive Impact:** The cognitive impact involves all related to epistemological and ethical orientations, academic approaches, research, and creation and distribution of knowledge. At this point universities must ask themselves how generate and manage knowledge. The cognitive impact based upon the truth, science, rationality, utility of the education etc. This impact interrelated to the techno-science and the societal knowledge of the administrative persons. The limitation of the problems or we can say that the drawback of this impact is based upon the scientific agenda. In this impact, we produce the knowledge related to the scientific approach.
- (iv) **Social Impact:** In this impact any organization, universities should participate in the development of local communities and social capital. Universities have a clear impact on the economic, social, and political development of society. Social impact based upon the social cost as well as the social benefit of the society. Social cost related to the anti-ragging campus, students fee, students placement, number of teaching & non-teaching staffs, strikes, lockouts, pollution related to the smoke, liquor etc. social impacts based upon the psychological thinking of the people, variety of languages, their behaviors, ethics & values, their emotional perceptions etc. It's also includes the positive as well as the negative impact of the society.

(d) Implementation of the University Social Responsibility Practices

We can do the implementation of the USR by the four practices:-

- (i) **Fulfillment:** - In this strength, weakness, critical points and suggestions should be considered. In the fulfillment we convey our message through power point presentations, talks, meetings, Boucher's, pamphlets etc. This is only done for the development of the project. In this most of the practices are based on long term university social responsibility.
- (ii) **Commitment:** - This type of university social responsibility practices is based upon the engagement of the employees of the university campus. In this all the employees are committed to planning, developing, promoting and evaluating the social responsible practices of the university.
- (iii) **Self-Observation:-** this type of social responsibility practices is based upon the self diagnosis or self observation by the internal stakeholders (like teaching, non-teaching staffs & students) as well as the external stakeholders (like alumni's of the university, suppliers, local communities persons etc).this types of USR practices is analyze by the questionnaires, interview, self observations and survey.
- (iv) **Communication & Reporting:** - This type of practices is based upon the summary of the result, action developed, actual result obtained and the suggestion or recommendation of the future work. This type of reporting is in annual form that is placed in the university websites. This is very important to fulfilling and development of the university social responsibility.

II LITERATURE REVIEW

- (a) **Watson (2013) THE IMPACT OF HIGHER EDUCATION ON STUDENTS;** in this research paper, the researcher concluded that "There is one overarching question or we can say that one problem allied to the claim that "it changed my life." Is higher Education likely to make you better, to improve your capacity to make sound moral as Well as technical judgments, in other words to take part in what **Amartya Sen**. Calls "public reasoning"?" in the few words the researcher explains the higher education's purposes 27 come together In terms of self-creation or we can say that the self diagnosis and the authentic life, the nature is to thinking deeply, and the capacity to involve with the others empathically. The researchers said that the higher education institutions or the university are

understood to play the important role in teaching students about morality and ethics and the values. However, they are also estimated to be guided by morality and ethics themselves. Even more so they are estimated to represent the ethical principles and to be perform as the Moral institutions in every capacity.

- (b) **Bhupinder & Vikas Kumar Joshiya, Assistant Professor, University of Delhi (2012) - Issues and Challenges of Corporate Social Responsibility in India:-**In this paper the researcher concluded that the corporate social responsibility extended to include the social as well as the economical interest of the society. Now a days industry become more transparent in their reporting and accounting practices due to the pressure by the general public or from the internal as well as the external stakeholders. In this research paper CSR status, challenges of CSR, policies for CSR in India are studied. The concept of CSR is now firmly rooted on the global business agenda. But in order to move from theory to concrete action, many obstacles need to be overcome. Many positive outcomes can arise when businesses adopt a policy of social responsibility.
- (c) **Ragunadhan, 2009; University Social Responsibility Success Or Failure:** - In this research paper the researcher focused that the institutions or the Universities have the means to teach tomorrow's decision makers as to how the interrelationships among society, economy, and the environment determine our destiny. Our success or failure to achieve long term prosperity for all human beings of the earth. While universities have to prepare their students to cope with the problems arising in hundreds Of diverse and highly specialized professional fields, they also have to show the way toward cooperation, understanding, and more specifically the benefits and tools of collective problem solving". In this paper, the researcher concluded that the University social responsibility is based upon the internal as well as the external stakeholders of the institution.USR success and failure is based upon the ethics and values, cultural discrimination, language and the religious aspect of the internal and the external stakeholders.
- (d) **Dhond Arvind, Assistant Professor(Selection Grade), St. Xavier's College Mumbai (2008)-CORPORATE SOCIAL RESPONSIBILITY OF INDIAN BUSINESS HOUSES** In this paper, social responsibility implies what business does over and above the statutory requirement for the benefit of the society. The term corporate citizenship is also commonly used to refer to the moral obligations of the business towards the society. The objective of this study is to know about the efforts done by Indian business houses in relation to their social responsibility.

III NEED OF THE STUDY

The basic need of the proposed research study can be understood as to provide a corporate social responsibility of the university. They report diversity, employment benefits and compensation, providing healthy work, sufficient information for current and prospective students, grant for community's project etc. The university being a very integral part of society having the responsibility of framing the future prospects of its students must have transparent practices. It is essential to find the reliability of corporate social responsibility practices in the universities. A study of the corporate social responsibility of the university will help to make proper result by the organizational governance, human rights, and labor practices, environment of the university, student's issues and the university itself.

IV OBJECTIVE OF THE STUDY

- (a) To study the various concepts and guidelines for CSR practice at university level.
- (b) To know and analyze the impact of the ethical transformation in university with special reference to the USR practices.

V RESEARCH METHODOLOGY

This study is based upon the University of Agra that is Dayalbagh Educational Institute, Agra. This institute is a NAAC accredited, 'A' grade university in Uttar Pradesh. From the multidisciplinary perception our main purpose is to focus or is to describe to analyze the social responsibility of the university. This research's finding is based upon the self observation & internal public perceptions like teaching, non-teaching staffs & students of the university. It includes secondary as well as primary data. The secondary data is based upon the guidelines provided in the form of ISO 26000. Here we are discussed the approaches of four impacts of the university that's is organizational, educational, cognitive & the social impacts. The primary data is based upon the questionnaires as well as the self-observation. Questionnaires is framed to know the attitude and perception of the employees (including teaching as well as the non-teaching staffs) & student of the university towards the CSR practices followed by their university.

VI CONCEPT & GUIDELINES OF THE UNIVERSITY SOCIAL RESPONSIBILITY

The following Guidelines for Universities Engaging in Social Responsibility are intended to bid a selection of the recommendations and the informative examples of the good practice for the universities as they take action to their changing social role in a array of contexts: regional, national, European and global. Universities are progressively more and more estimated to be approachable to the requirements of the society and to keep with a extensive variety of external stakeholders as well as a internal stakeholders. The increasing significance of this social aspect of higher education calls for a concentrated effort to formulate strategies and implementation procedures, which will be create universities as drivers of societal well-being. The Guidelines are the final output of the Erasmus+ UNIBILITY: University meets social responsibility project (2015-2017). The terminology which is used to describe the universities with look upon to their relationship along with its impact on wider society is predominantly assorted: social dimension, civic engagement, and so on accordingly. The current Guidelines adopt the phrase University Social Responsibility (USR) to refer to all the aspects of universities' impacts on the society, equally in terms of the direct engagement and of the internal strategic practices. The concept of USR derives from Corporate Social Responsibility (CSR), which offers a rich theoretical framework background. Theoretically, USR itself is at a standstill at near the beginning phase of growth. Although it is not recommended that USR should extend in an identical way to its corporate predecessor, University social responsibility can be mostly defined as the strategic pledge to taking into consideration in a wider society as a stakeholder of the university, and to performing consequently. USR also relates to the recognition in addition to the exact groups of external stakeholders, and to chase the policies which help them, as well as internal stakeholders.

Each & every university has autonomous body to decide the degree of University social responsibility and its requirements to put into practice. Though, a bottomless commitment to USR will provide numerous of benefits for the institution. These include:

- (i) Increasing the university's impact within society and contributing to tackling societal challenges.
- (ii) Increasing public understanding of the university's research
- (iii) Increasing cooperation with industry or public bodies.
- (iv) Increasing the impact of university research on the social and cultural life of the local community.

- (v) Promoting university participation in policy-making.
- (vi) Potential helping to bring into line the university with trends in policy and funding.

University social responsibility as a term and the concept must be introduced and discussed. Existing literature and particularly the boundaries of USR should be supposed to be explained. The challenges intended for implementing USR at university level are frequently alike, no matter wherever the university is located. Some of the problems encountered throughout the UNIBILITY project were as follows:

- (i) Resistance from researchers who observe their core activities in research as well as teaching and contain no time for no matter anything else.
- (ii) People who argue so as to USR is not a priority for the reason that the university is mostly anxious with the research and technological performance & presentations.
- (iii) The standard indicators of the accomplishment in the universities are the number of funded projects and peer reviewed publications. As long as the societal or economic impact of research is not an indicator that counts, motivation might be low.
- (iv) Other barriers can be financial in kind, a lack of information about of the subject, discrimination towards USR as on additional conception “without meaning” or a lack of belief in the Planning Committee. Following the CSR conception (Shawyun et al 2012), which applies to companies, the hazard that USR is seeing that as an insignificant administration strategy can also be discussed.
- (v) Also, inside different trainings along with planning sessions, we exposed vagueness which is supposed to be discussed with trainees: USR is not a innovative fact, it

is previously being implemented in every university, but it might be a new headlines intended for activities and there might not up till now be a systematic approach to USR.

- (vi) Another enormous challenge intended for USR is a pledge. Individual staff members might be to begin with volunteer their time; on the other hand, a strategic decision has to be ended to provide a exact time and resources to the USR department or else group to build USR a sustainable achievements.

In the questionnaires the questions is based upon the ethics & values, education system, environment of the university, social knowledge, management or administration, social participation, social cost as well as the benefit. The internal stake holders (students, teaching & non-teaching staffs) participation is voluntary. The main reason of the research study of the data is to observe & spotlight to identifying the potential of the university via university social responsibility and the area should be enhanced.

The questionnaires are based upon the likert scales in 6 different criteria:-

- (i) Disagree (ii) Agree (iii) somewhat disagree (iv) somewhat agree (v) Agree

The questionnaires are filled by the different faculties of the university. The main purpose of the observation to evaluate internal social responsibility practices of the university. The questionnaires are divided into 3 parts the under graduate students, the post graduate students and the research scholars of the faculties. Out of 150 questionnaires 100 questionnaires are received. The analysis is based upon the 100 questionnaires.

The coding of likert scale are as follows:-

- (i) Disagree
- (ii) Agree
- (iii) Somewhat Disagree
- (iv) Somewhat Agree
- (v) Agree

The Response of the Entire the Areas by the Students Are As Follows

Faculties of the university	Number of students	Average Response
Faculty Of Arts	10	4
Faculty Of Commerce	50	4
Faculty Of Engineering	5	3
Faculty Of Science	15	4
Faculty Of Social Science	8	5
Faculty Of Education	12	4

(a) **Interpretation of the Study-** They promote the social participation and social benefits of the university. Most of the students response is somewhat agree. The education of the university in a responsible manner. It means the planning, fulfillment; commitments, forecasting and reporting are needed to the university's goodwill to become a responsible higher educational institute.

VII CONCLUSION & SUGGESTION

This research study has shown the internal as well as the external students perceptions of the university. Their efforts and the initiatives are shown in this research study. Most of the students somewhat agree prima facie that the university is sound well behaving in the social responsibility terms. After analyzing there are different perceptions that come from the students, professors, teaching & non-teaching staffs of the university.

Self-observation is being very interesting or very inspirational as found in this research study which is based on the responsibility of the university and rest of the parts plays a critical role for the society. The main objective of the university is based on the daily operations of the student citizens alike and the responsible who love the social equality and who love to become a good leader for the development of the university as well as the country or nation and who become a professionals, self-centered, disjointed and used to hierarchical relationships and who understand the struggles of life, rules and regulations and ethics of the life. We must also the aware of teaching status and curricular activities of the university.

VIII CONCLUSION

University social responsibility promoted the social participation and social benefit to the society. University social responsibility was an important tool for analyzed that paper to reflect its positive as well as negative impacts on the society. Universities could also actively associate with the other universities to enhance students' engagement in the society. Similarly to the general ethics & values of social Responsibility is could be used to accomplished sustainability in the societies. Self-observation was very interesting in that studied was based on the responsibility of the university and rest of the parts plays a critical role for the society.

Adam smith said: "it is not from the benevolence of the butcher, the brewer, or the baker that we expect our dinner, but from their regard to their own interest".

IX RECOMMENDATION OF THE STUDY

USR needs to be a part of each & every institution's strategic planning process. Strategic planning is a multifarious along with time-intensive process. It is a procedure that should allow access for stakeholders from all level of the higher education system. The potential of strategic planning will not be realized until there is a strong and realistic strategic plan for the future. Such a plan must focus quite strongly on the details of how reform can and will be implemented, along with realizing the USR impact for not only the university, but also for the community and global society.

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