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Gujarat Technological University
Ahmedabad (International Innovative University)



Centre for Business Ethics & Corporate Social Responsibility
In collaboration with



C. K. Shah Vijapurwala Institute of Management

Founded By

Shri Mahavira Jaina Vidyalaya Education Foundation



Shri Mahavir Jain Vidyalaya Campus, Near Goyagate Circle, R. V. Desai Road, Vadodara-390 004. (Guj) INDIA



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SANKALPA

Sankalpa means Decision, Determination that a true manager or leader must take every day...

Journal of Management & Research

Sankalpa : Journal of Management & Research

Aims at bringing out the intricacies of Management perspectives, concepts, and applications. The focus is on Indian Management and its interplay with Global Management knowledge, best-practices and research.

Organize

**5th International Conference on
"Impact of Business Ethics, Governance and CSR on Society"**

On February 5 - 6, 2016, Venue: GTU Chandkheda Campus, Ahmedabad, India

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Academic Partners



PM Modi's speech on Governance Outcomes,
Initiatives, Achievements and More...
At the Economic Times Global Business Summit

Glimpses from
Hon. Prime Minister
Shri. Narendra Modi's
address on **Governance
Outcomes, Initiatives, Achievements**
and more at the Economic Times
Global Business Summit
on 29th January 2016.



- My goal is reform to transform. True reforms are those which result in transformation in the lives of citizens.
- I am confident that India as the fastest growing economy can make significant contribution globally.
- Protecting our planet from climate change is one of the most important tasks for this generation.
- Rapid turn around has been achieved across different sectors to revive the economy.
- I believe in the politics of empowerment, empowering people to improve their own lives.
- We have created a platform for a new and a transformed India where all citizens have the opportunity to reach their full potential.

Narendra Modi
Prime Minister of India



**Gujarat
Technological
University**

Dr. A.K. Aggarwal

Honorable Vice Chancellor-GTU

**Studies on
'Impact of Business Ethics, Good Governance and CSR on Society'**



The volume presents studies by researchers in the areas of Business Ethics, Governance and CSR. The studies are being presented at the 5th Conference being organized by Gujarat Technological University (GTU), with the support of SMJV's CKSV Institute of Management, Vadodara.

The first conference in the area of Business Ethics was organized on 25-26 September 2010. GTU has also established a Post-graduate Research Center for Business Ethics and CSR. The Center is associated with a course on Business Ethics and a course on Gandhian Ethics for Businesses of today. The Center is working with United Nations Global Compact on Principles for Responsible Management Education (PRME). A tool-kit for help in anti-corruption education at Business Schools has been developed under PRME. This tool-kit has been

made a part of the syllabus on Business Ethics at GTU. The Center is also working with Asia Professional Education Network (APEN) to develop a Credibility Index for SMEs in India. The concept of the Credibility Index was developed in Japan and it has been used all over East Asia. When India is expecting investment from East Asia, the importance of the index for SMEs is expected to increase.

GTU's Post-graduate Research Centers study issues of public policy in different sectors. Every Center studies issues, relevant to the needs of the society. It also attempts to involve Faculty Members and students at Colleges, affiliated with GTU, in research work and in conferences.

This conference provides a platform for Faculty Members, students, professionals in different walks of life and businesses and industries to come on a single platform for creative inter-actions and for making the research work more relevant to the needs of the society. I hope the participants will find the conference to be useful.

Dr. Akshai Aggarwal
Hon. Vice-Chancellor
Gujarat Technological University
Ahmedabad

1st February 2016

Dr. Rajesh Khajuria

Director-SMJV's CKSVIM

From the Heart of Editor and Convener...



"Be Inspired... Impact Your World"

Dear Researchers, Students, Speakers and Distinguished Guests,

We welcome you all to the 5th International Conference on 'Impact of Business Ethics, Governance and CSR on Society' organised by Gujarat Technological University (GTU) of Government of Gujarat, and C K Shah Vijapurwala Institute of Management (CKSVIM Business School, Vadodara) at GTU Chandkheda Campus, Ahmedabad, India on Feb 5-6, 2016.

"मैं ये तो नहीं जानता के कितनों के दिल आज जीत लूंगा,
पर अगर एक भी दिल जीत लिया, तो ये मेरा सबसे बड़ा सौभाग्य होगा."

(I do not know how many hearts I shall win today, but even if I win only one heart, it shall be my honour!)

'Ethics, Governance and Sustainability' is SMJV-CKSVIM's Signature Conference with GTU since 2010, I was invited to be the Chairman of GTU-MBA Syllabus Committee by Dr. Aggarwal, Hon. Vice Chancellor. Since then, thanks to the Deans and Principals of GTU's 81 MBA Colleges in Gujarat State, we could introduce 40 new courses through 6 New Specialisations and 16 New Electives, serving and impacting about 25,000 MBA students over last 5 years.

During 5 Ethics Conferences over 5 years, together, we have directly impacted about 500 strong researchers, 200 top-notch Speakers and 2,000 participants including 50% MBA students.

Indirectly, through five print and ePublications of conference special issues of 'SANKALPA: Journal of Management and Research', addressing national and international conferences in India, Germany (Bielefeld) and The USA (ACBSP Chicago 2014, ACBSP Philadelphia 2015 and PRME New York 2015), Reforming AICTE (2015), several Round Tables, working groups, debates, discussions, actions of Jivdaya (compassion), raising money for students education and scholarships, as well as with the support of public Media and Press, we have impacted about 1,000 Business Schools' Deans and Professors from 30 countries, and through them, estimated one million students and citizens worldwide.

The miracle lies not only in me, but in all of you and GTU, as well as our relationship universities/ Business partners in India, Europe (Germany, Slovenia, Switzerland), America, Canada, Australia, Asia and Africa - the universal ecosystems - for supporting me to become an Ethical Leader, always!

We are honoured with the Special Messages of Hon. Education and Industry Ministers of Gujarat, Presidents of ACBSP, Kansas, as well as PRME, New York, USA (An initiative of UN Global Compact), Vice Chancellors of GTU and Gujarat University, My Guru and epitome of Ethics Prof. Dr. Satendra Kumar, and to see the celebration of Governance Week by Hon. Central Minister, Government of India - all printed in this Conference Special Issue of 'SANKALPA Journal of Management and Research'.

We are humbled by the Giant 11 Knowledge Partners supporting this conference, right from PRME (New York), ACBSP (USA), DHBW-Stuttgart (Germany), Peregrine Academic Services (USA) and EUROASIA Shah Consultants (Germany) to leading Industry Associations of FGI, ISTD, VIC, VCCI, SEAA (New Delhi), Venture Studio of Ahmedabad University, and 3 other Leading MBA Colleges of GTU - NICM, Som-Lalit and Marwadi Institute as our Academic Partners, which has never happened in the history of GTU and India!

We welcome a special delegation of 3 professors and 11 students of Business Management from our partner DHBW Cooperative University, Stuttgart, Germany, led by Prof. Dr. Ramesh Shah, a German Resident. This is their third consecutive attendance to our 3rd, 4th and 5th International Conference organised during February 2014, 2015 and 2016. And we hope to seal this relationship today for ever!

Prof. Wolfgang of HEC-Paris has specially come for HEC-Katar Campus representing the entire Middle-East community, and Prof. Shiv Tripathy from MZembe University, Daar-Es-Salaam, Tanzania, both were my colleagues

at the PRME, New York Annual conference on June 23-24, 2015 which I attended on behalf of GTU, thanks to Dr. Akshai Aggarwal, Hon. VC, Dr. Rajul Gajjar, In-charge VC, and Shri Lilani, Registrar, for quick decision and financial support. Please do read my special Report on the PRME conference, published in SANKALPA, July 2015 as well as reprinted in this conference publication, and hosts on web at www.gtu.ac.in and www.cksvim.edu.in.

Today, a record number of 200 MBA Teaching Faculty members, researchers and students are participating willingly. About 60 research papers and 75 synopsis from 115 authors have shared their findings on the topic: 'Impact of Business Ethics, Governance and CSR on Society', of which 43 selected papers are published in conference special issue of SANKALPA : Journal of Management & Research (ISSN No. 2231-1904, Impact factor : 2.813). We are sure that the findings will make the readers THINK, ACT and IMPACT the world around them.

And all this is managed by a small team of 20 faculty and admin staff members of CKSVIM and GTU. My Big hug and thanks to them!

My special thanks to Ms. Ranjita Banerjee, Asst. Editor, SANKALPA Journal, and Ms. Nusrat Campwala (CKSVIM) and Ms. Krutika Raval (GTU) for their relentless work on managing this publication and speaker coordination, and to our Deans, Professors and Admin staff of GTU and CKSVIM Business School for coordinating and contributing knowledge and skills in organising and publishing so well.

I am enriched with your gracious presence, and indebted by the financial support of GTU and SMJV Trust run CKSVIM.

Thank You all, and Wish each one of you an Ethical and Impactful time ahead!

Dr. Rajesh Khajuria

Convener, 5th International Ethics Conference at GTU

Chairman, GTU's Global MBA Program

Director, CKSVIM Business School, Vadodara

Chair-Elect, Region 10 (South Asia), ACBSP, USA

Member, Education and Skill Development, CII, FGI, VCCI, SEAA

Conferences on Ethics, Governance & CSR organized by GTU & CKSVIM

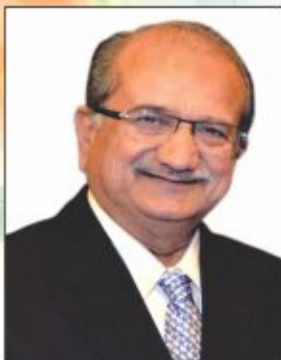
4th
International
Conference



3rd
International
Conference



1st & 2nd National Conferences



Message



No. Edu(P&S). F.C.C.L.P.A./2015

**Minister,
Education (Primary, secondary and adult),
Higher and Technical Education, Food, Civil
Supplies and Consumer affairs Development,
Legislative & Parliament Affairs.**

Government of Gujarat,
Swarnim Sankul-1, 2nd Floor,
New Sachivalaya, Gandhinagar-382010

Date: 30/ 12/ 2015

**To,
Dr. Rajesh Khajuria**

Convener – 5th International Ethics Conference at GTU
Director – CKSVIM Business School,
Vadodara

I am glad to know that **Gujarat Technological University (GTU)** and **CKSV Institute of Management (CKSVIM), Vadodara** is organizing a 5th International Conference on '**Impact of Business Ethics, Governance and CSR on Society**' on 5th – 6th February 2016 at **GTU, Chandkheda Campus, Ahmedabad.**

Indeed, the topic of the conference is very well chosen and people should know the **impact of Business Ethics, Good Governance and CSR on Society**. Both the organizing Institutes are doing an excellent work in spreading the knowledge of Ethics, Governance, and CSR amongst Youth, Academic Institutions and Indian Businesses which is very crucial in today's scenario.

I hope the knowledge, ideas and experience shared by the experts shall promote Business Ethics, Good Governance and CSR amongst Youth, Academics Institutions, Universities Indian & International Business and Industries.

I wish you and the entire team good luck for the success of the event.

(Bhupendrasinh Chudasama)

Ph (o) : 232250116 to 23250119, 23238076, 23243389 Fax: 23250120
Residence: Bungalow No. 10, Minister's Residence Sctor-20,
Ph (R) 079-23259600, 23259598, 23259603, 23222617
E-mail : min-education@gujarat.gov.in

Pro. Vasuben Trivedi



No. MOS/W & C. Dev.(In.Ch.), High. & Tech.Edu./ 20
Phone : 079-232 50165, 232 50292 (Fax)

**Minister of State,
Women & Child Development
(Independent Charge),
Higher & Technical Education,
Swarnim Sankul-2, 3rd Floor,
Gandhinagar-(Guj.) 382 010
Date : 31 DEC 2015**

Best Wishes

Shree Rajesh Khajuria,

I am glad to learn that, SMJV's CKSV Institute of Management, Vadodara (CKSVIM) and Gujarat Technological University are jointly hosting 5th International Conference on "Impact of Business Ethics, Governance and CSR on Society".

Business ethics and good governance are vital need of the society today. CSR activity is the return gift to the society by the business community. Technology has an eminent role to be played in business and also government today.

I congratulate the GTU and CKSV team for selecting contemporary subject of the conference. I hope the deliberations by the eminent leaders from the academia and the industries will come out with new dimensions to serve society. I wish the conference a grand success.

All the best.

Yours Sincerely,

(Pro. Vasuben Trivedi)

To,
Mr. Rajesh Khajuria
Convener- 5th International Ethics Conference at GTU
Director & Mentor- CSKVIM Business School
Vadodara, Gujarat.



Hon. Smt. Vasuben Trivedi
Minister of State,
Women & Child Development
(Independent Charge),
Higher and Technical Education.



No. F.E & P.M.M., C.I., S.I., P & S., Pl., Tourism, C.A. / 20

Minister, **Finance, Energy and Petrochemicals, Mines Minerals, Cottage Industries, Salt Industries, Printing and Stationery, Planning, Tourism, Civil aviation**

Government of Gujarat
1st Floor, Swarnim Sankul-1,
Gandhinagar-382010.
Phone No.: 23250211, 23250212
Fax No.: 23250215,
Date: / / 20

12 JAN 2016

:: MESSAGE ::

A very good initiative taken by Gujarat Technological University and CKSVIM Business School, Vadodara to organize 5th International Conference on 'Impact of Business Ethics, Governance and CSR on Society' on 5th - 6th February 2016 at GTU, Chandkheda Campus, Ahmedabad.

With rapid growth and internationalization of businesses, there is an urgent need to include sustainability, ethics, governance and corporate responsibility in business organizations. Thought leaders, through their sharing of ideas and experiences in such conferences, can surely bring a change in the working system of the business and industries.

I appreciate the efforts put in by the Indian and International professors, research scholars industry managers and MBA students for writing research papers on the theme of the conference which is being printed in the special issue of the conference and published by CKSVIM's SANKALPA: Journal of Management & Research, ISSN No: 2231 : 1904 with impact factor: 2.813, published by CKSVIM Business School, Vadodara.

I hope all the educationists, industrialist and researchers keep promoting the Ethics, Good Governance and CSR activities and make our Gujarat State proud.

All the best for the success of the ethics conference.

With Regards,


(SAURABH PATEL)

To/
✓ Dr. Rajesh Khajuria
Convenor – 5th International Ethics Conference at GTU
Director – CKSVIM Business School, Vadodara

Hon. Shri Saurabhbhai Patel
Minister, Finance, Energy and Petrochemicals,
Mines Minerals, Cottage Industries,
Salt Industries, Printing and Stationery, Planning,
Tourism, Civil aviation, Government of Gujarat

Resi. : Minister Bunglow No. 12-A, Sector-20, Gandhinagar. Ph : 23232513, 23223426, 23259625
email : min-ind@gujarat.gov.in



Dr. M.N Patel

Hon. Vice Chancellor, Gujarat University, Ahmedabad

Message



It gives me immense pleasure in knowing that Gujarat Technological University, Ahmedabad and SMJV's CKSV Institute of Management is organizing **5th International Conference on 'Impact of Business Ethics, Governance and CSR on Society'** schedule for February 5th-6th, 2016. The conference brings together researchers, young faculties, business and industry managers / CEOs working in multi-disciplinary fields to discuss and deliberate on challenges, opportunities and strategies involved for business enterprise with respect to the impact of ethics, governance and CSR initiatives on society

On this good occasion it is viable to bring forward special conference issue of SANKALPA. The success of such publication is the collective effort of all the members including the management and students. Such publication brings together the thoughts of eminent teachers, leaders from Academia and industry on single platform.

I wish all the success to the Conference and the special issue of publication.

Best wishes,

Dr. M.N. Patel

Dr. G.P. Vadodaria

Member Secretary - ACPC &
Principal, L.D. Engineering College, Ahmedabad

Message



Good Governance and ethics in all sorts of business are like two sides of a coin. Without practising ethics, governance may not be called as a good governance. To say about ethics and practising in any form of business is altogether a tough task. However, it is the need of the present era to bring in the Ethics in all sorts of deals in real life to win the hearts of the people and build confidence among the stake holders. Although many corporate houses are fulfilling their social responsibility by a way of giving back to the needy people but still it is not reaching to the right people judiciously. So its impacts is still terms of marketing strategy rather social responsibility.

At this juncture I would like to congratulate institute for organising this conference for the 5th consecutive time and university in supporting it on a topic which is relevant during present time wherein it is very much needed to disseminate the views and ideas to establish confidence among the common people. I am confident that this conference will provide a platform to academic researchers and practicing managers to discuss critical issues concerning management of Indian and global organization.

Best wishes...

Dr. G. P. Vadodaria

Ahmedabad

17th January, 2016



Jonas Haertle

Head, PRME Secretariat,
UN Global Compact Office.

Message

Here at the PRME Secretariat, we are glad that Gujarat Technological University and CKSVIM Business School are, once again, addressing issues that are important to the PRME initiative at their **5th International Conference**.

Principles for Responsible Management Education (PRME) is a **UN Global Compact**-backed initiative with the mission to inspire and champion responsible management education, research, and thought leadership globally by bridging relationships and catalyzing collaboration among the United Nations, the Global Compact, and academia.

Similar to the UN Global Compact, PRME is multi-stakeholder platform with a dynamic network of local and global learning communities, including thematic working groups and regional chapters, which collaborate on projects and events. Since its official launch in 2007 by UN Secretary-General Ban Ki-moon, the PRME initiative has grown to more than 630 leading business schools and management-related academic institutions from over 80 countries across the world.

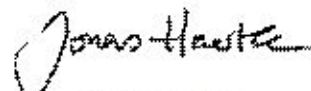
The **Six Principles of PRME** (Purpose, Values, Method, Research, Partnership, and Dialogue) are based on internationally-accepted values endorsed by UN Member States and provide an engagement framework for higher education institutions to embed responsibility and sustainability in education, research, and campus practices through a process of continuous improvement. Higher education institutions that become signatories to PRME make a public commitment to knowledge creation and education that supports and develops leaders who are capable of managing the complex challenges faced by business and society in the 21st century.

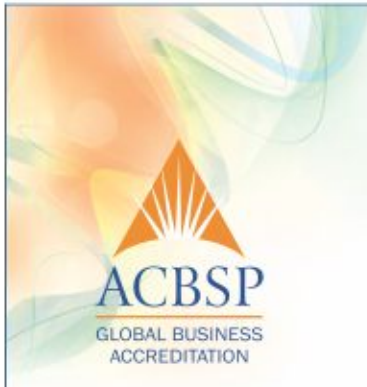
This year, the Flagship Issue for both PRME and the Global Compact are the **17 Sustainable Development Goals (SDGs)** and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. Business and responsible management education will play an important role in achieving the SDGs. Therefore, PRME will focus on enabling and mobilizing management educators and students as well as young innovators to the 2030 Agenda and SDGs.

We appreciate the work of Prof. Wolfgang Amann, EC Paris in Qatar, and Global Humanistic Management Scholar; Prof. Shiv K. Tripathi, Professor and Head Department of Business Studies, Mzumbe University, Dar Es Salaam, Tanzania and Dr. Rajesh Khajuria, Director, CKSVIM, India and Chairman, GTU's Global MBA Program, who are members of PRME Working Groups and actively participated at 2015 PRME Global Forum at New York, USA on 23 – 24 June, 2015.

Good luck to both organizing institutions. We wish you a successful conference.

Kind Regards,


Jonas Haertle



Jeffrey Alderman

President & CEO
ACBSP (USA)

Message



Dear Friends,

The Accreditation Council for Business Schools and Programs (ACBSP) congratulates you on the occasion of the 5th International Conference on *Impact of Business Ethics, Governance and CSR on Society*.

Recognized by the Council for Higher Education Accreditation (CHEA) in Washington, D.C., ACBSP is the only management accreditor to accredit programs at the associate, baccalaureate, master, and doctorate degree levels worldwide. Our programs and accreditation process are uniquely focused on teaching excellence and student outcomes. With more than 1,300 members in over 60 countries, we embrace and value ethics in business and its importance to society; in India and throughout the world.

As ACBSP works to promote continuous improvement in business education programs, are most honored to join you in this significant endeavor and wish you well for another successful conference.

We look forward to continuing our work together to promote quality management standards for the leaders of today and tomorrow.

All the best,

Dr. Satendra Kumar

Professor and Head, Research Center,
CKSVIM, Vadodara.

Message



It has been a matter of great pleasure for me to have witnessed all the International Conferences organised jointly by Gujarat Technological University, Ahmedabad and CK Shah Vijapurwala Institute of Management, Vadodara on Ethics and Ethics related Themes. I look forward to participating in the forthcoming Conference on the Theme of 'Impact of Business Ethics, Corporate Governance, and CSR on Society' being organised at Chandkheda Campus of GTU during February 5, and 6, 2016.

Business Ethics, Corporate Governance, and CSR (Corporate Social Responsibility) are three legs of a tripod essential for the businesses to operate successfully and to achieve sustainable growth. Absence of any one or more will lead to failure of the business in near future.

Ethics involves a discipline that examines good or bad practices within the context of moral duty and obligation while Business Ethics is concerned with good and bad or right and wrong behaviour that take place in business. Corporate Governance requires that Company's Management display transparency, equity and fairness to all its stakeholders including investors. While Corporate Social Responsibility (CSR) is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large.

The impact of these guiding principles on society can be immense and may result in enabling each member of the society, rich and poor, to live with dignity and safety.

I wish that the deliberations during the two- day conference will provide guidelines which businessmen, academicians, and administrators may follow together to build a Strong India.

January 18, 2016

श्रद्धावाँल्लभते ज्ञानं तत्परः संयतेन्द्रियः । ज्ञानं लब्धा परां शान्तिमचिरेणाधिगच्छति ॥

"One who has faith and who with controlled senses is devoted to
attaining this wisdom is successful in his/her endeavour.
With wisdom and knowledge, he/she quickly attains the supreme peace."
- Bhagvad Gita

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**C K Shah Vijapurwala Institute of Management
Shri Mahavir Jaina Vidyalaya Campus**

R. V. Desai Road, Pratapnagar, Vadodara – 390004

Phone: +91-265-2418328 / 29/ 30

E-Mail: mba@cksvim.edu.in / cksvim@gmail.com

APPEAL TO THE AUTHORS AND CONTRIBUTORS

The present issue (Volume 6, Conference Issue) is the February 2016 Issue, which contains research papers / articles in the theme of "Impact of Business Ethics, Governance & CSR on Society", which are presented in the 5th International Conference Organized by GTU & CKSVIM on 5th & 6th February 2016. The bi-annual Journal 'SANKALPA' portrays our strong conviction to disseminate the thinking of academicians and practitioners in the field of Business Management discipline, which they communicate through their 'Reporting' in the form of research papers, articles, study reports, case studies, original conceptualizations with logical vigor and vision.

The members of the Editorial Board appeal to all the academicians and practitioners to communicate their 'Reporting' to the Editor-in-Chief for publication in our subsequent issues, through the e-mail ID : publications@cksvim.edu.in

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A Report on PRME UN Global Conference, New York organised on June 23-24, 2015
Notes by Dr. Rajesh Khajuria, Director- CKSVIM, who represented GTU initiative
on PRME at the Conference



(Courtesy : Sanjay Trivedi, GTU Plexus, July 07, 2015.

Visit: <http://plexus.gtu.ac.in/Topstory.aspx?Id=150>)

Dr. Rajesh Khajuria, Director, CKSVIM Business School, Vadodara, attended 2015 PRME Global Forum on June 23-24, 2015 at New York at the behest of GTU, representing **Dr. Akshai Aggarwal, Vice Chancellor** and entire GTU system. **The Principles for Responsible Management Education (PRME)** initiative of the **United Nations Global Compact** convened the **2015 Global Forum for Responsible Management Education – 6th PRME Assembly** alongside Global Compact. 300-400 leaders of responsible management education and business, including deans, university presidents, professors, business school accreditation bodies and regional associations, students, participants of Global Compact Local Networks and the LEAD group of companies, as well as representatives from the UN, government, civil society, and corporate sustainability thought leaders attended the Global Forum.

Excerpts of the Conference:

Day 1: June 23, 2015 - Inauguration and Sessions of the Conference

Angel Cabera, President, George Mason University gave the welcome address at the conference. **Laing Xinjun, CEO, Fosun Group (China, based in New York)** told the success story of Fosun Group which has sponsored the PRME Conference Venue on 60th (Top) floor of One Chase Manhattan Centre, New York, located opposite to Citibank Head Quart and close to the newly built One World Trade Centre.

Georg Kell, Executive Director, UN Global Compact Office of The United Nations, which runs the PRME Initiative, shared that the "Great Professors made the difference, and Individuals can move mountains with strong determination." He said that Education is the key to Business Success and to begin with, Management education is the key to start with long term financial success as it goes hand in hand with ethics and sustainability. From Asset owners to becoming Asset Managers, there is a shifting paradigm from short term gains to long term value creation. PRME works on framework conditions as technology is making an impact on education and public health, pricing water, pricing energy etc.

On the growth of the PRME, **Jonas Haertle, Head of the PRME Secretariat** noted that "the PRME initiative, now in its eighth year, is a thriving network and a truly global platform for learning and action... [comprised of] over 600 institutions in over 80 countries, all of which have heeded our call to 'place sustainability at the heart of management education.'"

Over the last one and a half years, 18 PRME Chapter and Regional Meetings have been held, with new PRME Chapters now reach 12 around the world, and new resources and tools have been launched such as the Anti-Corruption Toolkit developed by the PRME Working Group on Anti-Corruption in Curriculum Change with the support of the Siemens Integrity Initiative, and the PRME Chapter UK & Ireland region-specific Inspirational Guide for the Implementation of PRME. Many collaborations took place, including the PRME Champions meeting with the Global Compact Board, the Principles for Responsible Investment (PRI) Advisory Council, and ambassadors at UN Headquarters to discuss the historic opportunity that business has to shape and advance the post-2015 development agenda.

Celebrations at the PRME Global Forum included the welcoming of new PRME Workstreams on Business for Peace, Business and Human Rights, and Climate Change, Resilience and Environment Protection, the launch of the Flourish Prizes project, which was initiated at the 2014 Business as an Agent of World Benefit conference, and the PRME Advisory Committee—which enables signatory institutions and the different constituencies of PRME to directly influence the strategic direction of the PRME initiative. Additionally, the Forum welcomed the decision by the PRME Steering Committee and the PRME Advisory Committee to jointly revise PRME's strategy, in light of learnings from the initial eight years of PRME and in an effort to focus PRME's work for the coming three to five years.

Thomas Gass, Assistant Secretary-General for Policy Coordination and Inter-Agency Affairs, Department of Economic and Social Affairs, United Nations, said that some people question, the Millennium Development Goals (MDGs) are not sustainable, because it needs investment equal to 4% of Global GDP or 15% of Global Savings to achieve 17 Goals and 169 Targets! These are too many goals! He said that a good Development Plan is a Strategic Plan. Sustainable Development brings together Economic, Social and Environment dimensions. Good Governance should be with access to justice and education system along with life-long learning. Vocational Skills as the commitment of leaving no one behind, is most important but If a social or economic group is left behind, then sustainable development has not taken place. He said that the rising inequality is the biggest challenge to tackle. He further raised few questions as such: Where will be 'Students, in SD (Sustainable Development)?'

Session 1: Pathways to Achieving Sustainable Development

Chuck Fowler, Director and Chairman, Fairmount Santrol, interacted and described the Three stages: Share...Interact...Commit

He raised some question before the audience like 'How can we move the Business Sector to mobilise from 4% to 100% People under Sustainable Development (SD)?'

Ms. Ericka Karp, CEO, Cornerstone Capital, talked about Corporate Sustainability as Corporate Excellence, from material progress to more generic and inclusive growth. "If we can find such companies, we can transform the world." She further said that all investors and educators are emotional about sustainability and innovation. More diverse companies have better decisions.

Corporate Excellence means Engaging and empowering the entire population.

She further talked about the Three Ps: People, Planet and Prosperity, to work well.

Anita Negri, President, Oikos International, talked about UNESCO mentions, we are in the short fall in all education targets. He emphasized on the need to collaborate.

She said that a change in teaching is required. 'You understand that you are the change to the only source of knowledge in the world, and You need to be leaders as Faculty. And students recognise the leaders in faculty.'

Sauquet, Global Dean, ESADE Business School, and President, the Academy of Business in Society, said networks are important, powerful and so difficult to manage. Business Schools should leverage this. One should learn from their network and experiences. Editors of journals and publishers need to focus on Research on sustainability, recognition, promotion criteria. Collaboration and Transparency are the two most important thing for promotion of Capitalism. The Ability to turn on Economic Engine to benefit the people through Sustainable Development, is the key to future.

Dr. Rajesh Khajuria, Director, CKSV Institute of Management, Vadodara, participated and represented **Gujarat Technological University**, Gujarat, India's PRME initiative in the conference. In the Question-Answer session, Dr Khajuria said that "Telling Companies to be Sustainable is like telling Tigers to be Vegetarian!" And it is very difficult. So the best way is to teach young students about Sustainability and Sustainable Development (SD) is to enable them to adopt and follow it in their own future businesses. Those who work for others have little power to change the corporations, perhaps! But not necessarily. This view was appreciated. Bringing Dignity to People by 2030, is important. Relate the 3 Ps: People, Profits, Planet. (Dr Khajuria added 4th P as Partnership).

PRMR Chapter, Iberian and Spanish talked about "Think Local, Act Global", Work with Networks of Business and Industry, and Business Schools, and conduct SWOT Analysis with respect to PRME principles.

A session on Mapping Post : Accelerating Implementation of Responsible Management Education

Revolving Cycle of 8 Steps :

The Strategy to Implement PRME in education is very important. Dean or Director of University and/or Business School is the key Implementer. The Deans are for normally 5 years, so if a Dean retires or changes, the commitment from the university or Business School should not change. Leaving PRME Document is to be released. The On-going effort should be made as the Business School (or university) may be committed to PRME, but its faculty or colleagues may not be! That is a challenge to discuss here. Wake up to Commit.

The Schools should have long term Strategic Plan for PRME implementation. The Change is regular. Must continue, in order to achieve. The Resources are limited, but we must drive our way forward! Without resources, there is no implementation, and without implementation, there is no achievement? The PRME is not just about Talking or Doing, but about Transforming. So discuss each activity regarding, Who is to do it? How one is to do it? What results are expected? And more!

How to implement PRME?

Is PRME helpful? Progress made on FDP, Curriculum Development, Research, On Campus Operations? Key Barriers to making further progress?

How do you make implementation of PRME, Mozart of a School/ program's Core work?

GTU work on PRME was discussed. **SMJV's CKSVIM Business School, Vadodara**, a GTU Affiliated MBA College, recently published a Book titled **"CSR Profile of India Incorporation"** (Editors: **Dr. Rajesh Khajuria & Ms. Ranjita Banerjee**) was released in the Collaboratory Group as a Gesture of Goodwill.

Day 2: June 24, 2015 - Panel Discussion on Visioning Meditation for Visioning the Future of Education Collaborations

Discussed about : Integrating Emotional Intelligence, Value based Management in Management Education "What You Will Do" is more important than What you can do. Empowering the Students in the Classrooms. To Create a triangle of teaching and learning among Professor, Business Managers and Students. The students should be taught meaningful teaching and research and to build these in Accreditation criteria.

The Universities should develop with much tighter Connections with real life experiences with Business and NGOs and Governments.

Dr. Shiv Tripathy : Talked about the Anti-corruption Toolkit Implementation Challenges: Motivation at Dean, Director, Faculty and Student level. The Students find different issues in classroom (non-corruption), and business world (corruption). He further talked about FDP on PRME Toolkit teaching, and Accreditation or Certification by PRME.

Dr. Rajesh Khajuria offered to use **SANKALPA: Journal of Management and Research (ISSN: 2231-1904)** as a medium for publishing articles on PRME Anti-corruption research, subject to vetting by some members of the Anti-corruption Working Group, who then can figure on the International Board of Reviewers / Editorial Board. The idea to be explored further by the Working Group, as noted in the official summary.

Ruth Nieffer, Switzerland, talked about the idea of research project and publishing on a proposed online platform.

Discussions on India Agenda for 2015 :

Next PRME Conference is proposed in India at Goa on November 27-28-29, 2015. Jonas is likely to come. Prof. Shiv and Prof. Dr. Wolfgang Amann from HEC Peris in Doha, Katar will be coming. And they were invited to GTU.

The Concluding Remarks by Working Group Leaders :

- To engage with business leaders for taking PRME objectives forward with the students and faculties at Business Schools. Incorporate Environment related topics or subjects (in teaching).
- To promote to increase the number of signatories (Business Schools) to join PRME. We commit to Gender Resources in Business Schools, and Sustainable Development in the Society.
- Sharing ideas and resources and look forward to sharing database. Inspired by the 100% Approach to (studying and promoting) Poverty in Business Education.
- Anti-Corruption Toolkit created. Now, implement the Toolkit, FDP, and creating a Practitioner oriented Publication for dissemination of ideas and research. (By Prof. Shiv).
- Materiality of Ethics and Responsibility, and creation of material. Shared Matrix. Evidence-based Substantive Information Reports (SIP) by member Business Schools and Universities. (GTU to work on it).
- To Train the Trainer program.
- Doing Statistical Analysis.
- The Great Value in studying the Impact on Society, on Businesses, on Innovation.

PRME Head **Jonas thanked Jefferson Alderman, CEO of ACBSP, USA** representing 1300 Business Schools in the world. He also Thanked AACSB CEO. He advised Participating professors and business leaders to Visit the Business Schools and talk to them (about PRME), not in deductive manner, but in the manner of posing experiences and alternatives on PRME initiatives.

Summarizing the Secretary General's Message:

"You have done wonderfully well through collaboration and networking, for development of new Sustainable Goals. Request you to make the next period of 2015-2030 wonderful, work on education and training and promotion of PRME initiative. Academia has a huge role to play. Work on your part and our part for transforming the world. The United Nations looks forward to your contribution for developing a better world". Thank you very much." - **Jonas Heartle, Head, PRME, New York**



Gujarat Technological University

Centre for Business Ethics & CSR (CBECESR)

In collaboration with



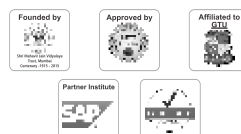
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Founded By

Shri Mahavira Jaina Vidyalaya Education Foundation



— Shri Mahavir Jain Vidyalaya Campus, Near Goyagate Circle, R. V. Desai Road, Vadodara-390 004. (Guj) INDIA —



organizes

5th International Conference on

“Impact of Business Ethics, Governance and CSR on Society”

on

February 5 - 6, 2016

Venue: GTU Chandkheda Campus, Ahmedabad, India

Conference Prologue

The 5th International Conference on ‘Impact of Business Ethics, Governance and CSR on Society’ organized by **GTU- Post Graduate Centre of Business Ethics & CSR, Ahmedabad** in collaboration with **SMJV's CKSV Institute of Management, Vadodara**, envisages to provide a global forum to academicians and practising managers to discuss critical issues pertaining to the impact of ethics, governance and CSR on society. The conference will also provide opportunities for networking and collaboration amongst management scholars from different disciplines across continents.

Objective

To bring together researchers, young faculties and practitioners working in multi-disciplinary fields to discuss and deliberate on challenges, opportunities and strategies involved for business enterprise with respect to the impact of ethics, governance and CSR initiatives on society. The conference will provide a global forum to academic researchers and practicing managers to discuss critical issues concerning management of global organizations.

Conference Organisers

Gujarat Technological University

Gujarat Technological University is relatively a new technology University established in the year 2007 by the Government of Gujarat vide Gujarat Act No. 20/2007. The University caters to the entire field of Engineering, Pharmacy, Business & Management Studies and Computer Applications in Gujarat State. Today, the University has more than 4,00,000 students, a large number of Master's Programs and a robust Doctoral Program. It has 480+ Colleges affiliated to it. Today it is the largest University of Gujarat.

GTU offers an ideal modern educational infrastructure that offers a space not only for the administrative work of the university but also space to conduct workshops and conferences with all the modern amenities. The University will also offer a Research laboratory building and PG Research Centres building very soon. GTU wishes that its graduates should be able to build a new India, which would stand for a more harmonious and more humane world, with a better quality of life for all.

Post Graduate Centre for Business Ethics and CSR

The GTU-Post Graduate Centre for Business Ethics and CSR through its Studies, Conferences, Workshops, and Seminars has become the transforming seed that helps change both the economy and education. The Center is a place for „Technological Reflection and Dialogue ,for rediscovering “WISDOM”, so that we could use our technical and educational skills to build a much wiser world.

To move a small step towards this vision GTU CBECRS organises an annual conference to encourage research. The First National Conference on “Business Ethics for Global Success of Indian Businesses” was organised on 25-26 September 2010. Subsequent conferences were organised on 22-23 September 2011, 8 – 9 February 2013 and 6th & 7th February 2014. The Centre also organises Leadership Summit every year since 2011. International Seminar on Ethical Dilemmas was organised by the Centre. Various International Faculty Development Programs are also organised by the centre every year. Centre has been working for caring forward the idea of ethics in both the academic circle and Industries and Business.

SMJVs CKSV Institute of Management, Vadodara

CKSVIM, founded by 100 Year old SMJV Trust, Mumbai, is one of the leading Management Institute since 2009, approved by AICTE and affiliated to GTU. CKSVIM-MBA is the first B-School in India Accredited by **ACBSP, USA** It is an ISO 9001:2008 Certified Institute.

The institute's Motto is:

Education...Ethics...Enterprise...Empowerment .

It has been Ranked by Competition Success Review (Nov 2015) to be among the Top 3 Private B-Schools in Gujarat, and among the Top 16 Promising B-Schools in India. Declared 1st among MBA Institutes under GTU and 4th among MBA Institutes in Gujarat by Times B-School Survey 2014 partnered with The Nielsen Company.

It has been judged as one of the 2nd Best Emerging Management Institutes, and one of the 9 Best Management Institutes (other than IIMs) in India as per the AICTE - CII Survey of Industry - Linked Technical Institutes 2013. It has been Awarded A+ for three consecutive years (2013, 2012 & 2011) in Best „B- Schools Survey conducted by Business India.

Call for the Papers

The researchers are invited to submit and present their valuable research work in the area of related topics mentioned herewith. Researchers are also welcome to present their research apart from the given sub themes but having relevance to the main theme.

Theme-1: Business Ethics and its Impact on Society

- Should profit be the sole objective of businesses?
- Ethics for local and global success
- The paradigm shift- Business Ethics now and then
- Future of Business Ethics
- Ethical Index for Companies
- Ethics for Illicit Business Practices
- Ethics in Education
- Environmental Ethics
- Case applications

Theme-2 : CSR, Sustainability and its Impact on Society

CSR: Philosophical and ethical aspects
 CSR Policies and guidelines across the world
 Aligning CSR with Brand and image building
 Learning from Best practices in CSR
 Sustainable Business and Industry in India and globally
 Environment Sustainability
 Sustainable Education – Higher and School Education
 CSR Reports/Case studies of Mgt. Institutes/Corporate & its impact on society.

Theme-3 :**Ethical Governance & its Impact**

Corporate Governance - Laws, Practices and its implications
 Governance in Governmental /Private organizations
 Governance in MSMEs
 Global Governance and Corporate Liability
 Corporate Governance in developing and transition economies

Theme-4 :**Principles for Responsible Management Education and being Responsible Business Enterprises**

Transparency and anti-corruption issues in global supply –chain
 Role of management education in ensuring transparency in globalized economy
 How to develop managerial capacity to check corruption and unethical behaviour
 Professional dilemmas and ethics in solving management challenges

***** Best Paper Awards*****

Twelve (12) Papers – 3 Papers from each of the four above mentioned Themes will be awarded at the Valedictory session. Each Author / co-author must register and pay the conference applicable fees in order to receive a Certificate of Participation. Authors present in conference will be eligible for Award.

Author Guidelines for Submission of Paper/ Case-studies

Selection of papers/ case-studies for presentation and publication will be based on blind-review of full paper and conformance to author guidelines mentioned below. The abstract must include a clear indication of purpose of research, methodology, expected results and implications.

The manuscript should conform to:

Length	Abstract: 300 words excluding title Cover page Full Paper: 2500-5000 words excluding title / cover page / abstract
Font Type & Size	Times New Roman & 12 Points
Line Spacing & Page Margins	1.5-inch & 1-inch all around
Page/Chart/Table Numbering	Consecutively Numbered as Table 1: _____. (Mention „Source□: _____, below Table/Figure)
Declaration Form	Declaration Form, duly signed (by author & co-author) and scanned, should be submitted along with the full paper compulsorily.(View the link mentioned on next page)
Title Page	Title, author(s), Designation, affiliation(s), e-mail (s) & Contact No(s).
Reference Style	APA Referencing Style
Paragraph Formatting Style	Justified

Registration Form

All delegates must register online using following link:<http://goo.gl/forms/TOC9F2v8lY>

[Registration fees once paid will not be refunded. All International delegates will be required to remit in equivalent foreign currency in US \$. Registration fee includes cost of conference Journal, conference kit, Tea/Coffee, Breakfast & Lunch served during the conference.

All delegates and authors / co-authors need to register and make payment through online mode only by following mentioned payment and registration links.]

Submissions should be made electronically in MS Word format only to:
cbecsr@gtu.edu.in

Payment Mode / Process All payment must be made using online payment mode by following online payment link:
<https://www.onlinesbi.com/prelogin/institutiontypedisplay.htm>
For instructions and query related to online payment, kindly refer: <http://www.gtu.ac.in/ImpCircular/SBIPayment%20Instructions.pdf>

Declaration:

The below mentioned pro forma (Link) shall be the first page of the full paper and Author(s) are requested to submit this declaration form along with full paper in a single word file through only e-mail to: cbecsr@gtu.edu.in

Declaration Form:

https://docs.google.com/a/gtu.edu.in/document/d/1nN2ktgrtC1Vh8vD_wW7Y6gbQSIIdOoX-riCpZnB1F6dU/edit

Important Dates:

Registration Begins	09 th December, 2015	Please send full paper along with the declaration form on: cbecsr@gtu.edu.in Early Bird Discount: Avail an early bird discount of 50% on the registration fees mentioned below. [Only for the delegates, whose payment is received by the organizers before 31 st December, 2015 using online payment mode mentioned above].
Last Date for Abstract Submission	31 st December, 2015	
Early Bird Discount for the registration	31 st December, 2015	
Last Date for Full Paper and Declaration Submission	5 th January, 2016	
Confirmation of Full Paper Acceptance	On or before 25 th January, 2016	
Payment of Registration Fees	On or before 27 th January, 2016	
Conference Dates	5 th - 6 th February, 2016	
Fee Structure:		
Category	On or Before 5th January, 2016	After 5th January, 2016
Industry Delegates & Experts	Rs. 1000/-	Rs. 2000/-
Academician/ Research Scholar	Rs. 500/-	Rs. 1000/-
Alumni	Rs. 300/-	Rs. 600/-
Student	Rs. 200/-	Rs. 400/-
International Representatives	US \$ 150/	US \$ 200/

Highlights of the Conference:

The conference will have plenary sessions by internationally and nationally renowned researchers and industry leaders.

Selected and recommended research articles/contributions shall be published in '**SANKALPA: Journal of Management & Research, Vol. 6, Special Conference Issue, February, 2016, bearing ISSN No. 2231-1904**', after blind-review and acceptance by the publishers.

The conference will host workshops/panel discussions on contemporary themes.

Paper presentations of recommended papers by authors and contributors.

Certificate of Participation shall be awarded by the University to all the Speakers and Participants.

Networking with national and international dignitaries, professors and students.

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Ms. Hema Rajput, Research Assistant, GTU

Co-Conveners: (Contact Persons)

Ms. Krutika Raval,

Assistant Professor,

GTU-Centre for Business Ethics & CSR

Email: ap2_cbe@gtu.edu.in

Tel. (O): 079 -23267541

Mr. Rajesh Ramani

Assistant Professor

GTU-Centre for Business Ethics & CSR

Email: ap3_cbe@gtu.edu.in

Tel. (O): 079 -23267594

Address and Conference Venue:**Gujarat Technological University**

Post Graduate Centre for Business Ethics & CSR

Nr. Vishwakarma Govt. Eng. College

Chandkheda, Ahmedabad – 382 424, Gujarat (India)

Email Id: cbecsr@gtu.edu.in

5th International Conference 'Impact of Business Ethics, Governance and CSR on Society'

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on February 5-6, 2016

Final Program Schedule : 5th February 2016, Day 1

9.30 – 10.00 am	Registration & Networking / Taking your seat
10.00 – 11.30 am	<i>Inaugural Session</i>
	Dr. Rajesh Khajuria , Welcome note, Convener of Ethics Conference & Director, CKSVIM
	Education Minister – Chief Guest
	Dr. Akshai Aggarwal , Chief Patron of the Conference & Hon. Vice Chancellor, GTU
	Swami Gyan Vatsalji , BAPS Swaminaryan Mandir , Vadodara – Guest of Honor
	Dr. S.K. Nanda , IAS, Chairman, GSFC Ltd. - Guest of Honor*
	Shri Maheshwar Sahu , Chairman, Gujarat CSR Authority, Govt. of Gujarat - Keynote Speaker*
	Vote of Thanks by Mr. J.C. Lilani, Registrar(I/C), GTU
11.30 am – 1.00 pm	<i>PRME / International Round Table: Chairperson – Dr. Rajesh Khajuria, GTU Representative to PRME, New York</i>
	Prof. Dr. Ramesh Shah , DHBW University, Stuttgart, Germany
	Dr. Satendra Kumar , Chairperson, Research Centre, CKSVIM
	Prof. Wolfgang Amann , EC Paris in Qatar, and Global Humanistic Management Scholar & Member of PRME (Principles of Responsible Management Education), A UN Initiative
	Prof. Shiv K. Tripathi , Professor and Head Department of Business Studies, Mzumbe University, Dar Es Salaam, Tanzania & Member of PRME, A UN Initiative*
1.00 – 2.00 pm	Lunch Break
2.00 – 3.00 pm	<i>Industry - Academia Round Table: Chairperson – Dr. J.P. Joshipura, Director, Som-Lalit Institute of Management Studies, Ahmedabad</i>
	Nitesh Patel , Secretary General, Federation of Gujarat Industries (FGI)
	T. Raman , Founder Chairman, Standards For Educational Advancement & Accreditation (SEAA) Trust, New Delhi
	P.V. Khubalkar , Chairman, Indian Society for Training & Development Vadodara Chapter (ISTD)

	Ravin Sanghvi , Head Coach, Venture Studio, Ahmedabad University, Ahmedabad
3.00 – 4.00 pm	<i>Environmental and Cooperative Ethics: Chairperson – Dr. K.N. Sheth, Director – Operations, Adani Institute of Infrastructure Engineering (AIIE), Ahmedabad</i>
	Satish Panchal , Managing Director, Vadodara Enviro Channel Limited, Vadodara (Through VCCI)
	Dr. S.O Junare , Principal, National Institute of Cooperative Management, Gandhinagar
4.00 – 5.00 pm	<i>Paper Presentation (3 Parallel Tracks)</i>
5.00 – 5.05 pm	Ranjita Banerjee, Asst. Professor: Concluding Remarks & Plan for the next day
5.00 – 5.15 pm	Tea and Networking

Program Schedule - 6th February 2016, Day 2

9.30 – 10.00 am	Registration & Networking / Taking your seat
10.00 am – 11.30 pm	<i>Session 1 (will update you with the themes soon)</i>
	Dr. Shailesh Thakker , Hon. Director, Centre for Business Ethics & CSR
	Dr. Sunil Parekh , Advisor, Zyclus Cadila Healthcare Ltd.
	Apurva Parmar , Head- Environment & Safety (India and South Asia), Linde Engg. India Pvt. Ltd., Vadodara
11.30 am – 1.00 pm	<i>Issues of Good Governance on Government as well as NGO Round Table : Chairperson</i>
	Dr. Pukhraj Maroo , IAS (Retd) & Member, National Monuments Authority, Ministry of Culture, Government of India
	Dr. Kamal Taori , IAS (Retd) & Former Secretary to Government of India and Chairman Rural Business Hub - India, Wardha / New Delhi
	Sargam Gupta , MD, BRG Foundation, Vadodara
	Dr. Chinnam Reddy , Dean, Faculty of Management, Marwadi Education Foundation's Group of Institutions, Rajkot
1.00 – 2.00 pm	Lunch Break
2.00 – 3.15 pm	<i>Paper Presentation (3 Parallel Tracks)</i>
3.15 – 3.30 pm	Tea Break
3.30 – 5.00 pm	<i>Valedictory Session & Giving Awards & Certificates</i>
	Dr. Akshai Aggarwal , Hon. Vice Chancellor, Gujarat Technological University
	Dr. Chaitanya Buch , MD & Tele Medicine Expert, Vadodara – Keynote
	Dr. M.N. Patel , Hon. Vice Chancellor, Gujarat University
	Dr. G.P. Vadodaria , Member Secretary, ACPC & Principal, L.D College of Engineering
	Dr. Rajesh Khajuria , Convener of Ethics Conference & Director, CKSVIM

* TBC

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By Invitation 'On-Air Funding'- Donation With A Difference

Dr. Chaitanya S Buch, MD (Med), PGD Cyber Law (MSU), D.APD (Boston). Email: cure@drcsbuch.com

How much the Community Social Responsibility can help in an Ethical and Eco-friendly way was an excellent experience at Cultural city Baroda during Diwali where Community Support generated approx Rs. 4,00,000 in 3 days for a 55% accidental Burn at home.

Dipali, The Fighter Daughter, had all the insurance amount used up in first week of mother's care. Mother though serious was likely to survive but could have died without money so she tried to manage funds and contacted friends, relatives and RJ Ashish Red FM and carried out an 'ON AIR' campaign to request people to donate.

Request at 9 am for Cash or Cheque or Social Media donations helped them Crowd Source the '**Funds ON AIR**' and collected 50K by noon...by 4pm Rs 100000 and by 9pm Rs 190000!! We were extremely happy to see that Donors came out with open heart.

This truly was a "**Donation with a Difference**" which **saved LIFE** of mother creating a situation where Dipali can today say "**Mere paas MAA hai**".

VAH-Vadodara Achiever's Hub appreciated RJ Ashish Red FM who said "Our job is to **bring a smile however** big the challenge is" and "**Mere pass Radio hai**"! Said Dr. C S Buch... "**Mere paas Aas aur Baroda ka Saath hai**" WAAH re VADODARA & Vadodara DONORS ! Congrats... NOT because it is more than a LAKH in less than HALF a Working Day...but because it once again proves the presence of good hearted persons and their generosity at Cultural City of Baroda! Thank you Donors! To me, One person donating Rs 1 Lakh is less important than 1 Lakh persons donating Rs. 10 or 20, which will be 10 to 20 lakhs! Again it is **NOT the AMOUNT but the habit** getting spread amongst those many DONORS who come together for a good social cause online.

ON AIR Health Education named 'Tipe Tipe Tandurasti' for 550 days got me Limca Book of Records but Ashish and other RJs have been helping the City and the citizens with campaigns that actually help the person in need with a speed of 'On-Air' communication for **successful Healthcare FUNDING!**

When Young MBAs enter the real world with these pure thoughts and ethical ways to help the needy in the Corporates and Society for all their issues from such workshops **the world sure would be a better living place!**



THEME 1:
BUSINESS ETHICS AND ITS IMPACT ON SOCIETY

(By Invitation)

A Critical Review Of Blue Ocean Leadership From An Ethics And Humanism Point Of View : Old Wine In New Bottles or The Future of Leadership Education?

Prof. Dr. Wolfgang Amann : Academic Director, HEC Paris, Katar Campus

Abstract

Kim and Mauborgne (2005) have successfully introduced a new strategy concept on one hand and a new set of semantics for both business schools and companies on the other. They have recently presented blue ocean leadership as an additional innovation, not for the field of strategizing, but leadership. Given the rather unprecedented reach of the “blue ocean” brand, the authors being hosted in a management education hotspot and finally the desperate need for more effective leadership models, the question emerges if blue ocean leadership has the potential to revolutionize leadership and leadership education the way it has done so in strategy courses, seminars and corporate strategizing teams.

There are several unique factors this concept entails, which make it highly interesting from an ethics and humanism point of view. First, leadership can no longer be imposed by very discretion of leaders. Second, followers gain more legitimacy, power and a concrete voice in shaping leadership. They are not only

conceptually recognized as stakeholders, but now have a highly effective process to provide input and contribute their wisdom. Third, they receive substantially more dignity as their role changes from representing functional, subordinated human resources serving ends versus them becoming ends in themselves. Fourth, if blue ocean leadership parallels the speed of change in mindsets both in leadership and management education as well as companies, older, less ethics and humanistic concept will be retired and replaced rather quickly. This has the potential to allow for a revolution, not evolution, within leadership philosophies and actual practices. The case of Volkswagen is detailed in order to illustrate how blue ocean leadership might well have saved the company up to 90 billion USD and the chance to reach its 2018 strategy. In light of ongoing signs of unsustainability in the world, ranging from poverty, terrorism, repeating financial crises, environmental degradation, to corporate crimes and scandals, better, more ethical and humanistic leadership concepts and educational approaches are urgently needed.

Ethical Philosophies and Human Capital Management

Dr. Farida Virani : Professor, HOD- HR & Behavioural Sciences, MET - Institute Of Management, Mumbai. Email: dr.faridavirani@gmail.com

'All HR practices have an ethical foundation. HR deals with the practical consequences of human behavior'. (Johnson, 2003)

Abstract

Many papers and researchers rightly conclude, that HCM holds the moral 'stewardship' of organizations, standards, values, morals and ethics (Winstanley and Woodall, 2000) as it plays an important part in building an ethical and moral climate in organizations. Each day, in the course of executing and communicating HR decisions, managers have the potential to change, shape, redirect, and fundamentally alter the course of other people's lives. For each HR practice, there are winners and there are losers. Ironically, Management of Human Capital (HRM) itself deals with a lot of ethical challenges, both at the senior levels involving strategic decisions and middle management involving treatment of individual employees. This paper is exploratory, reviews various ethical philosophies, and analyzes their deficiencies and related shortcomings while applying them to Human Capital Management (HCM) as a discipline. These ethical concerns and questions are raised to evaluate the applications of ethical philosophies to practical HCM. The paper concludes with practical recommendations for HR managers.

Key words: Ethics, Ethical Philosophies, Human Capital Management.

Introduction

Human Capital Management is a hotbed for ethical challenges. Each day, in the course of executing and communicating HR decisions, managers have the potential to change, shape, redirect and fundamentally alter the course of other people's lives. For each HR practice, there are winners and there are losers. Furthermore, Human Capital Management (HCM) is not a consistent and unitary set of principles and practices. It varies from organization to organization, from culture to culture, and can be diverse both within and between industries and sectors. HCM has evolved in multifaceted, historical, economic and social contexts.

The decline of collectivist systems of industrial relations (IR) has left many employees potentially more vulnerable to opportunistic and unethical behavior (Watson et al. 2003). Denhardt (1991: 28) stated; Ethics is not just avoidance of corruption, responsiveness to elected officials, or not keeping costs to a minimum while supplying a quality service or product. It is also the vigorous pursuit of principles such as justice, fairness, individual rights (for example, privacy and due process), equity, respect for human dignity and pursuit of the common good. While it is argued (Winstanley and Woodall, 2000) that HCM holds the moral 'stewardship' of organizations - interpretations of standards, values, morals and ethics have become increasingly complex in a postmodern society, where absolutes have given way to ambiguity. In this current context, it becomes most relevant to examine the ethical dimensions of HCM practice.

Ethical philosophies and HCM challenges

There is a perception that ethical decision making is just a matter of applying ethical principles and theories to situations. In reality, different ethical theories when applied to the same situation would most likely result in differing outcomes. This could be quite tricky especially in relations to HCM. The researcher has therefore tried to discuss the different ethical philosophies and argued about its

application in terms of Human Capital Management

Absolutism and Relativism

Ethical absolutism believes in the notion that there are universal truths in morality that apply at all times and in all circumstances. Ethical relativism believes, there are no universal or international rights and wrongs, it all depends on a particular culture's values and beliefs and the only right and wrong are as specified by the moral code of each society.

In the world of moral relativism, the role of HR becomes predominantly challenging. Cultural relativism is the mistaken idea, that there are no objective standards by which our society can be judged because each culture is entitled to its own beliefs and accepted practices. No one can object to any society's intolerance that reflects its indigenous worldview. Because there is no objective moral truth that pertains to all people and for all times, one moral code is no better or no worse than any other. Multiculturalism, racism, postmodernism, deconstructionism, political correctness, and social engineering are among cultural relativism's "intellectual" descendants. Several ethical scholars reject ethical relativism, believing it may generate unacceptable consequences.

Many U.S. businesses frown on nepotism in hiring, fearing that it may lead to favoritism and inequity. However, in many countries, nepotism in staffing is not considered wrong. Acquiring a position in an organization based on family relationships is a common norm in collective cultures. However, in the light of these varying views the role of HR managers become particularly complex in international companies, as it is no longer clear whether local cultural solutions are acceptable or absolute universal truth should prevail.

Consequentialist Approaches (Utilitarianism)

This approach was developed by Jeremy Bentham (1748–1832) and John Stuart Mill (1806–1873). Its main premise suggests that the morality of an act is determined by its consequences: people should do that which will bring the greatest utility (which is generally understood to mean whatever the group sees as good) to the greatest number affected by a given situation. In terms of means vs. ends, it focuses exclusively on the ends, not means. However, in practice it is difficult to measure all the good and all the costs. Some things are immeasurable. Utilitarianism has been criticized as too numeric because measuring costs and benefits omits any human element.

Beenen and Pinto (2009) identify that corrupt organizations, such as Enron, act unethically by decisions, that are usually, made by a group of senior employees to benefit the organization. Decisions made by Jeff Skilling (senior manager) to 'cook the accounting books' may have probably been, in his opinion, the correct way to benefit the shareholders and stakeholders, by portraying a strong financial image. However, the consequences of this action didn't create the most amounts of good for the maximum people. Rational self-interest is good however greed is eventually detrimental (DeGeorge, 2010). On the other hand, Sherron Watkins' ability to make judgment that Enron's accounting standards were immoral created a utilitarianism approach with regards to the law and the concern with fairness; seeking to benefit the majority of people. While Sherron was applauded for doing

the right thing, what resulted was, her actions to disregard the corrupt senior management team (minority) for the stakeholders (majority) for more ethical workplace inflicted damage to the entire business. Cable News Network (CNN) (2002) stated; 'Enron filed for liquidation, people lost their jobs, some committed suicide and many were jobless'. Though Sherron may have been trying to do the right (and difficult) thing, it may not have been the best way to get ahead. Her decision became a consequence for the majority, as she was unable to predict the future and foresee how her decisions would affect people later in time.

A practical utilitarian approach requires the ability to predict the long-term consequences of an action and to predict those consequences with unfailing accuracy; past experience can, to some extent, guide future experience (DeGeorge, 2010). Yet, there is never any guarantee that circumstances will turn out exactly the same (DeGeorge, 2010). This uncertainty can create unexpected results making the utilitarian approach look unethical. HR practitioners, argue that in practice it is very complex to accurately determine 'what' the maximal utility would be for all affected by a situation. Who represents the 'majority'? Can we accept a situation where the benefits of the majority might mean the exploitation and suffering, of the minority? HR managers may not always have all the necessary information. The notion of utility is also very vague. Is the vision short or long term? These perspectives may lead to different conclusions and so varied HR practices.

Deontological or 'Duty' Ethics

This approach, associated with Immanuel Kant (1724–1804), is sometimes referred to as 'duty ethics'. In this terminology, action is more important than the consequences. Actions in deontology are always judged independently of their outcome. Thinkers and philosophers state, duty-based ethical systems tend to focus on giving equal respect to all human beings. This provides a basis for human rights - it forces due regard to be given to the interests of a single person even when those are at odds with the interests of a larger group. Some state, Duty-based ethics doesn't deal well with the cases where duties are in conflict. One of Kant's maxims proposes that every human being should be treated as an end and not as an instrument to meet an end (Ferrell & Fraedrich, 2010). The focus of this principle is to give equal treatment to every human being (Ferrell & Fraedrich, 2010). For e.g. from an HCM perspective it would be an effective ethical and strategic decision to lay off people during down turn, as long as the employers do not deceive or coerce their employees into giving up their jobs (Painter-Morland & Werhane, 2010). Furthermore, employees too often jump jobs for better opportunities. Therefore, this makes the action of laying off employees morally correct. But critics argue that Kant's duty-based ethics permits wrong actions to occur that consequently will make the world a less happy place (Painter-Morland & Werhane, 2010). An employee laid off during economic turmoil has ruthless outcomes on individuals and families which also go against human rights framework. During this time, employees expect employers to treat them with respect and reward them for their loyalty.

Contemporary deontologists include Thomas Nagel, Thomas Scanlon, Roger Scruton and Frances Kamm. Frances Kamm's "Principle of Permissible Harm" states that one may harm in order to save more if and only if the harm is an effect or an aspect of the greater good itself. Consider HCM, in the absence of a conclusive framework, in cases of sexual harassment at work place, do we then permit harm to the victim to save the interest of the larger group; here it would mean the business reputation, image and the other stakeholders.

The Ethics of Human Rights

Human rights are the basic rights of each human being, independent of race, sex, religion, political opinion, social status, or any other characteristic. John Locke (1632–1704) was one philosopher who emphasized and elaborated an ethics based upon human rights. He argued that it is not so much the application of

reason to acts that is important to morality, but an appreciation of the fair and equal treatment of all people, enshrined in the recognition of basic human rights. According to the theory of moral rights, human beings have certain fundamental rights that should be respected in all decisions: the right to free consent, privacy, and freedom of conscience, free speech, and due process (Cavanagh et al., 1981). Businesses realize the compelling reasons why they should involve human rights in their policies and practices. Businesses increasingly need a stable international environment in which to operate, with sustainable markets and a 'level playing field' of opportunities. Human rights offer a common framework for businesses to understand societies' expectations and deliver value to stakeholders in a more sustainable way.

Rights-based frameworks continue to be relevant to HRM, particularly in areas such as selection interviewing (the right to privacy and confidentiality of personal information, particularly where it is not relevant to the job e.g. female candidates asked about their marriage plans or when do they plan to start a family), occupational testing (such as the right to feedback), equal opportunities and diversity management (the right to be treated the same e.g. equal employment opportunities and pay for all genders or to be given special treatment for the differently able employees), flexible employment contracts and working time (the right to work-life practices), 'whistle blowing' (the right to speak out about wrongdoing) etc.

However there are a lot of occasions when HCM and Human Rights have been at cross roads. E.g. how do you operate within international standards of Human Rights when there are local corrupt financial practices, a lack of laws and the improper administration of justice, leading to limited respect for human rights? How do you obtain protection for personnel and plant when the state security forces are known to use excessive violence and commit other human rights abuses against the local population? Within organizations, in many cases, people who raise allegations of human rights violations in the workplace experience negative impacts on their work life, personal life and health on top of the immediate problem of discrimination or harassment.

Virtue Ethics

Virtue ethics is an approach that is seen to originate with Aristotle (384–322 BC). It has recently regained prominence through the work of the philosopher Alasdair MacIntyre (1981). Acting as a 'good person,' MacIntyre suggests, 'is the state of being well and doing well . . . a complete human life lived at its best' (pp. 148–149). This is not just the simple application of rules. The virtues include both intellectual and character virtues. MacIntyre includes the need to feel that what one is doing is good and right; to have an emotional as well as a cognitive appreciation of morality is an essential component of virtue. It suggests that neither good intentions nor outcome codes nor the recognition of basic rights will necessarily ensure 'goodness'. In the final analysis, the effectiveness of an ethical system depends on the nature of the people who employ it.

Common measurements of business success are profitability, efficiency, size, growth, longevity, and contribution to customer and community welfare and satisfaction. Zinich in his abstract state; 'recent illicit activity among professionals, politicians, and specifically among members of the business community has made scholars sceptical of the viability of traditional consequential and deontological theories'. To correct this problem many advocate a return to virtue theory, a theory that focuses on character development and not just upon normative status of actions'. Daniel Statman claims that Virtue Ethics 'is now recognized as a serious rival to traditional moral theories, utilitarianism and deontology'. It has an 'attraction', claims Statman, which 'is due to . . . a growing dissatisfaction with some central features of modern ethical theories'.

Practically, even if virtuous behavior is desirable, there is haziness and ambiguity about which virtues are desirable and functional in the ever changing dynamic

business context. One of the more obvious is 'whistle-blowing'. The conflict is between the virtue of loyalty and the virtue of honesty, or at least of stopping dishonesty. That conflict is the underlying reason, is why whistle blower protection legislation has been introduced over recent years in many countries.

When companies face the ordeal of downsizing—where concerns with economic and competitive pressures, market positioning, and shareholder value and profitability dominate—virtuousness is not likely to be high on the list of key factors on which attention is focused. Targets and deadlines increase time pressures every-day in the competitive corporate world. Professionals who meet and exceed targets are rewarded financially and promoted to the next levels. These dynamic go getters may have little time to train their subordinates. This lack of patience which could be deemed as an expression of selfishness goes unnoticed. Periu (2011) mentions in his article, 'patience, empathy and humility are the three virtues absent in the modern business world'. From a HR managerial perspective also supported by many researchers, virtue ethics will not bring a form of fulfilment that will be important to many people. Nor is it an answer while making complex moral decisions and hence the claims that it makes, should be treated with great caution. Nonetheless the concept of behaving virtuously, with consideration and assistance to others, deserves support, for it will still bring many forms of personal and organizational reward.

The Stakeholder Approach

This approach has emerged from the area of applied business ethics, and proponents include Freeman (1998) and Weiss (1994). Stakeholder analysis sees morality as evolving within a community of equals, where rights and needs are recognized as residing within all individuals and groups that participate in business life. Organizations consist of many interwoven webs of relationships, rights and responsibilities. Many individuals and groups have a 'stake' in how an organization performs, apart from just the shareholders and members of the board. Employees, customers, suppliers and the wider community should all be considered when decisions affecting them are made. Stakeholder theory offers potential to conceptualize the organization that recognizes employee relationship as a moral relationship, and the employee as a moral 'claimant' of the organization.

However, there are a number of realistic problems with this approach. First, organizations must identify relevant stakeholders – and this is not always an obvious matter. Second, when stakeholders are identified, an organization has a moral compulsion to ascertain their views. This is not always easy and incurs cost and time. An organization may, with the best of objectives, obtain a fractional view of the wishes of its stakeholders but that does not acknowledge the voices of several relevant diverse groups. Lest forgotten, even though an important stakeholder an HR manager, he is still an agent of the firm. Tough decisions in regards to employee relations would see HR making decisions aligned with the organization's interest, but not necessarily in the interests of employees, who may have their rights infringed.

Research shows that there are a number of pressures on HR managers which influence their ability to act ethically. Consider, for example the roles of 'administrative expert', 'employee champion', 'change agent', and 'strategic business partner' (Ulrich 1997). Each of these roles represent embedded conflicting interests for example, the "strategic business partner" and "administrative expert", would see the HR manager act within the interests of the organization, but not necessarily to promote ethical interests or the rights of employees. In contrast, the employee champion role would see that HR managers act within the interests of employees, and be a champion of their rights, which is perhaps more consistent with the rights based ethical justice framework espoused by Rawls (1971).

Conclusions

From the above analysis and arguments, it is evident that each philosophy examines ethics from a different perspective and no one principle captures the full range of relevant issues. There are major challenges in the application of any one or all the philosophies to HCM as a domain and therefore extensive reflection, deliberation and research on the ethical HCM scheme is essential. Ethical analysis of HCM needs to be developed as an important area of inquiry both in research and practice of HRM.

'Some argue that you can't teach ethics at the high school or college level because values are primarily instilled at a young age. But character is not static. People can and do change throughout their lives... (Cooper, 2008, p. 364), therefore the first attempt would be to make business ethics resonate, relevant and remembered through the curriculum. HCM holds the moral 'stewardship' of organizations - standards, values, morals and ethics as it plays an important part in building an ethical and moral climate in organizations. Ethical HCM is a complex and multifaceted matter to which there are no easy solutions, few evidently correct answers and therefore the difficulty of determining the morally best HCM strategies. HR managers are advised to examine challenging ethical dilemma applying all the principles and philosophies. When all the principles come to the same conclusion about the ethics of a course of action, then there is no apparent conflict about what is ethical. However the researcher is also mindful of the practical relevance of such an advice where time, financial results and bottom lines are all that matters.

Some business sectors share knowledge and experiences about their ethical framework, processes and procedures providing valuable tools for HR managers. A strong commitment from a company's senior leaders is a prerequisite for embedding an ethical culture into a company's operations and activities. Open discussions about ethical dilemmas faced within the organization would help generate frame works for ethical decision making specific to your organization which could be documented. Cultivating ethical sensitivity and ethical reasoning amongst HR managers would go a long way to achieve ethical practices in HRM. Achieving an ethical balance in HCM is not a destination, it is a continuous journey.

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Ethics in Education

Komal P Patel : Assistant Professor, Atmiya Institute of Technology & Science, Rajkot. Email: kppatel@aits.edu.in

Abstract

Since the 1970s, corporations have addressed business ethics in various ways, including the introduction of compliance programs and managers, the addition of board-level ethics committees, the development of codes of conduct, the preparation and dissemination of values statements, the hiring of corporate social responsibility managers and training programs of all kinds. In last two decades, businesses have shown a remarkable growth potential since we entered the modern era of technology. People from different backgrounds claimed their leadership on business principles from time to time. The origin of incentive based system has misbalanced the business core and has balanced functioning whenever it has been raised off as a big issue within organizations. The research is an attempt at understanding the impact of business ethics, corporate social responsibility (CSR) on Indian business growth. While it is recognized that teaching of this subject is essential, not much is known about the content delivered in the courses, the pedagogy in the classroom, the teaching material used and the adaptation done for different kinds of nature of participants on the course. This study was conducted using experimental/ experiential analysis of employees, peoples, managers and surveys using a questionnaire to understand the extent of ethics these people follow while doing their business transactions in their usual course of working. Some of the significant findings were that a large number of corporate houses with special reference in the field of ethics, CSR, CG and profitability. The widespread industries and service sector firms are the main source of study.

Introduction

In recent years, CG has gained crucial place all over the world. Factors like integration and globalization of financial markets and a surge of corporate scandals, have led to rapid developments in the field. It has brought up several questions on the consistency of human behavior that sparks up at times when remunerations are discussed. In the business literature there is a major strand that celebrates business strength and seeks formulae for success. Most of the Indian companies have the family members on the board of directors. Although the companies use public money in the form of share capital but most of directors belong to the same family. Corporate social responsibility is the commitment of business to contribute to sustainable economic development, working with employees, their families, the local community and society at large to improve their quality of life. Business ethics (also corporate ethics) are a form of applied ethics or professional ethics that examines ethical principles and moral or ethical problems that arise in a business environment. It applies to all aspects of business conduct and is relevant to the conduct of the organization. Business ethics have both normative and descriptive dimensions. As a corporate practice and a career specialization, the fields are primarily normative. Academics attempting to understand business behavior employ descriptive methods. The range and quantity of business ethical issues reflects the interaction of profit-maximizing behavior with non-economic concerns.

Corporate Responsibility

However, business activity has also raised a wide range of critical views expressed largely in the communications media. The presence of critiques of business activity is not a new phenomenon. In particular, business activity by large enterprises has always faced criticism. "Citizens never support a weak company and birds do not build nests on a tree that does not bear fruit." Corporate Social Responsibility (CSR) is a concept whereby organizations consider the interests of society by taking responsibility for the impact of their activities on customers, suppliers, employees, shareholders, communities and the environment in all aspects of their operations." Following these criticisms, three movements have emerged in America and Europe in recent decades, which appear to offer ways of alleviating corporate abuse. They have much in common, despite their different origins and different emphases. They are: business ethics, corporate social responsibility and corporate governance.

Literature Review

The corporate landscape provides us with a recent upsurge of ethical misconduct incidents that span the globe. It has become clear that there is a need for both research and practice to provide a more complete framework for improved business ethics and social responsibility. This study provides a significant contribution to our understanding of cross-cultural implications on ethical issues in the business context. As evidenced by recent economic conditions we live in an interconnected global environment. A shrinking world results in the necessity to fully understand the differences and similarities between multiple countries in relation to ethics. Ethics education needs to take these complexities into account in order to prepare students to be effective in the dynamic business culture. Among the most-cited researchers in the field of cultural understanding is Geert Hofstede. His work on this topic has shown that people of different countries are very unlike from many cultural viewpoints. His work contributed to dispelling the myth that all people are the same inside. Entering another country means having to understand its culture and values.

Objectives of the study

1. To understand the basic concept of corporate governance and corporate social responsibility
2. To identify the major problems in the field of Education
3. To analyze the role of education in corporate Social Responsibility
4. To study the basic ethical values followed by business managers and professionals in present scenario
5. To analyze the attitude of Educator towards social responsibility and ethics

Methodology

Primary data for this study was collected from selected samples of undergraduate students in college classes around the region. The questionnaire was administered in English in all cases but one Student attending undergraduate college classes in six different Faculties around the region voluntarily participated in the study. The sample was selected by convenient access in locations where

the research team also had personal contacts. These contacts agreed to facilitate the data collection with direction. The survey respondents were not associated with any specific or common degree program. The survey took less than twenty minutes to complete. An attempt was made to survey in nearly equal numbers within each country to create balance in the sample sizes.

Research Methodology

Table 1: Research Methodology

Type of Research	Exploratory
Source of Data	Secondary
Statistical Tools	Comparison
Data Collection	Secondary By other report published on net

Data Analysis and Interpretation

The study conducted deals with the visiting the above specified firms, organizations and corporations and discussing with the head of the organization about their impact policy, the governance they work upon to deal with different holders. This includes key factors of the corporate governance.

The key component in the environment and sustainability are:

- Ecological environment
- Natural Resources
- Consequences
- Regulatory aspects
- Green business, green strategy
- Reporting, international standards, etc.
- Challenges of development, environment management tools etc.

The key components of Corporate governance & Social Responsibilities Include:

- Board of directors
- Models of governance
- Disclosure and reporting
- International governance
- Role of auditors
- Environment, CSR, others.

The key components in ethics involve the study of:

- Personal beliefs, moral standards
- Ethical theories
- Indian and western ethos
- Ethical dilemma
- Functional ethics (marketing, HR, products)
- Globalization

Finding and Conclusion

After the analysis, it is revealed that:

- Ethical firms had a prestigious standing in the mind perspective of customers and brings loyalty base for them.
- Creates a conducive legal and regulatory work environment for business are complying with every requirement.
- Business houses are taking major initiative to adhere to corporate responsibility through various eco-efficiency
- Policies, green strategy and building a climate of integrity and excellence.
- A code defines the rights and responsibilities of members & helps guard against preferential treatment of employees.
- CSR initiatives help manage values associated with quality management, strategic planning and diversity management - this benefit needs far more attention
- Customer loyalty, brand value, employees pride all in integration increase market efficiency and thereby increase the economic efficiency of the firm

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Aligning the Goals of Teaching-Learning Business Ethics

Amola Bhatt : Assistant Professor, Institute of Management, Nirma University, Ahmedabad. Email: amola@nirmauni.ac.in

Dr. Shahir Bhatt : Assistant Professor, Institute of Management, Nirma University, Ahmedabad. Email: shahir@nirmauni.ac.in

Abstract

Recent times have witnessed a lot of investor wealth erosion due to unravelling of scams which came as a shock from companies enjoying otherwise a good reputation. These scams revealed the involvement of not only the company heads but also the stakeholders who were supposed to keep a check on the deviant practices of these companies. Such phenomena raise serious questions on the moral standards of businessmen and professionals, and shake the confidence of investors and the society at large. Hence, in wake of this the importance of teaching ethics in business schools cannot be undermined. However, it is equally important to know the perceptions and learning outcomes of taking business ethics as a course from the perspectives of faculties and students alike, in order to achieve goal congruence. Weber (1990) believed that ethics instruction must achieve some goal or set of goals before integrating it into the curriculum. Ethics is formally defined as “the discipline dealing with what is good and bad with moral duty and obligation” (Merriam-Webster Dictionary, 2011). Anchoring on the above definition, the current study aims to elicit responses from students and faculties of management schools so as to understand their expectations from a course on ethics. This would have implications on the rigour involved in teaching and learning this subject.

Keywords: Business ethics, teaching-learning, student perceptions, faculty perceptions

Introduction

Various factors play a pivotal role in the success of a company that are beyond the scope of financial statements alone. Organizational culture, management philosophy and ethics in business each have an impact on how well a business performs in the long term. Recent times have witnessed a lot of investor wealth erosion due to unravelling of scams which came as a shock from companies enjoying otherwise a good reputation. These scams revealed the involvement of not only the company heads but also the stakeholders who were supposed to keep a check on the deviant practices of these companies. Such phenomena raise serious questions on the moral standards of businessmen and professionals, and shake the confidence of investors and the society at large. Hence, in wake of this the importance of teaching ethics in business schools cannot be undermined.

Ethics as an academic discipline has been around for over 2000 years. Ethics is formally defined as “the discipline dealing with what is good and bad with moral duty and obligation” (Merriam-Webster Dictionary, 2011). The Oxford dictionary defines ethics as follows:

- The science of morals, the department of study concerned with the principle of human duty
- The moral principles or system of a particular leader or school of thought, and
- The whole field of moral science, including the science of law whether civil, political or international

Recently the subject of Business Ethics has seen increased debate in both popular and scholarly literature. There exists a lot of scepticism about the idea to teach

ethics in a formal setting, but there are several studies which recommend the inclusion of ethics as a course in the curriculum.

Literature Review

Course on Business Ethics - Goals and Learning outcomes

Catacutan (2013) cites the works of Hartman (1998), Mele (2005) and Mintz (1996) who state virtues or character education of students as a primary goal of teaching ethics. Some go further and state that moral development should be advanced by cognitive developmental psychology (Felton and Sims, 2005; McDonald, 2004; Ritter, 2006; Waples et al., 2009; Williams and Dewett, 2005, Sims, 2002). However, this approach ignores education in virtues as a goal. Hence, the author presents a framework developed by Aquinas for moral development and favours it as an alternative approach for framing goals of business ethics course. Felton and Sims (2005) state that the targeted outputs of business ethics can vary in different environments. However, it is critical for the students to understand their own values, dynamic environment, conflicting needs of stakeholders, impact of managerial actions and they need to develop ethical sensitivity and accountability. They extend their study in 2006 and indicate the goals as sensitizing the students that ethics is an integral part of business decision-making in all functions, students to understand their core values, to broaden students' understanding of ethics and its complexities, to help students realise that ethics is a process which needs to be nurtured throughout one's management career. Ryan and Bisson (2011) also advance these goals laid down by Felton and Sims, and the same are also used for the current study.

Pedagogical tools of Business ethics

An extensive research has been conducted on various pedagogical tools which can be used for effective teaching of business ethics in management programmes. Case study method is the most commonly used tool for teaching business ethics in management programmes. Schaupp and Lane (1992) go a step further and state that using news-paper reports of real-life occurrences encourages students to link classroom learning to real world situations. Moreover, the usage of newspaper articles along with practitioner involvement leads to multiple benefits to the students. However, Baden (2014) in his study quotes that instructors normally use case studies which focus more on corporate wrongdoing and such negative role models do lead to intentions to avoid unethical behaviour and engage in ethical practices, but at the same time are also responsible for increase in cynicism and reduction in self-efficacy in the ethical business domain. However, the use of positive role models counters such impressions and leads to increased self-efficacy to engage in ethical behaviour. Sims (2004) makes a case for teaching business ethics through conversational learning. He further states that it is important to recognise student differences for continued learning, to create safe classroom learning environment and encourage collaborative learning among students, so as to get an exposure of their different backgrounds, experiences, etc. Slocum, Rohlf and Gonzalez-Canton (2012) suggest the “micro-insertion” approach as a tool towards practical and effective teaching of business ethics to management students. Hence, insertion of stories,

video clips, cartoon strips would add value to the teaching-learning process of business ethics. Freeman et al (2014) also suggest that leverage creative arts like story-telling, narratives, etc. leads to effective teaching of business ethics. Nair (2012) suggests the adoption of a three-pronged approach of research, education and co-curricular activities aimed at cultivating strong ethical ethos among management students. Neesham and Gu (2015) recommend appeal to moral identity as a strategy to develop the moral judgement of students as an integral part of business ethics course. Bhatt and Bhatt (2013) have also found that the major factors which drive ethical perceptions of students are influence of education/instructor on ethics, influence of technology, attitude related to cheating, ethical climate on campus and priority towards ethics. Hence, the above factors need to be kept in mind while developing a course on business ethics. With greater technological advancements and introduction of online courses, Richmond Pope (2015) feels that digitalisation of ethics course gives students a better learning experience and helps them retain the learning throughout their careers. Collins, Weber and Zambrano (2013) discuss in details the delivery of an online course on business ethics. The article describes key pedagogical design, delivery, student engagement and assessment techniques integrating the case-study approach. However, on the dark side, a research conducted by Sigurjonsson et al (2014) surveys managers and they find that business graduates lack strong personal values and fundamental knowledge of business ethics. Moreover, they also lack critical thinking in understanding when ethical dilemmas arise and application of their knowledge to real-life issues. Hence, there is a strong feeling to modify the course, pedagogical tools of business ethics and create a collaborative environment between academia and industry. So, this leads to the next question as to what should be the goals of teaching business ethics.

Effectiveness of teaching Business Ethics

May, Luth and Schwoerer (2013) found that students who had undergone a course on business ethics exhibited greater positive increases in their moral efficacy, moral courage and moral meaningfulness as compared to students who had not studied business ethics. However, Jewe (2008) points out through an empirical study ranging over 561 students of 4 private universities that completion of business ethics course had no significant effect on the respondents' ethical attitudes. On similar lines Rakestraw (2014) did not find any strong evidence of the role of knowledge in strengthening students' ethical attitudes.

Hence, literature cites the need to improvise the course of business ethics, keeping in mind the different levels at which faculties and students think and function. There needs to be some sort of consolidation on the views of both the stakeholders so that the society can benefit from ethical managers and citizens at large. The current study tries to identify this gap between the communities of faculties and students, so that there can be relevant modifications in the various ingredients of business ethics as a course.

Objectives

- To understand the goals and perceptions of teaching and learning business ethics in management programmes
- To identify expectations gap between the faculties and students with respect to business ethics as a course

Research Methodology

The research design for the study is descriptive in nature and the sampling unit were students (both undergraduate and post graduate) and management faculties of Business Schools in Ahmedabad and Gandhinagar of Gujarat State. The questionnaire constructed for the study included several questions which were continuous and categorical in nature. A scale was constructed with five point Likert type statements in which respondents were asked to indicate their level of agreement (1 = very important to 5 = very unimportant). The questionnaire for

the study was based on the scale of 4 items on goals of ethics course, which was taken from Felton and Sims (2005). The final study involved a survey conducted in Ahmedabad and Gandhinagar between November 2015 and January 2016. Convenient sampling technique was used for the study. Responses were obtained from 102 students and 42 faculties. SPSS 17 was used to analyze the data. Mann Whitney Test (Non parametric) and descriptive statistics were used to analyse the data collected.

Data Analysis

The following table shows the break-up of the demographic pattern of the respondents.

Table 1: Demographic Profile of the Respondents

Students (102)				Faculty (42)			
		Frequency	%			Frequency	%
Age	Less than 19 years	49	48	Age	Less than 35 years	26	61.9
	20-22 years	34	33.3		36-45 years	6	14.3
	23-25 years	12	11.7		46-60 years	4	9.5
	Above 25 years	7	6.9		Above 60 years	6	14.3
Gender	Male	41	40.2	Gender	Male	18	42.9
	Female	61	59.8		Female	24	57.1
Specialization	Finance	7	6.9	Specialization	Finance	15	35.7
	Marketing	5	4.9		Marketing	24	57.1
	HR	5	4.9		Operations	3	7.1
	Operations	9	8.8				
	Not Applicable	76	74.5				
Monthly Household Income	Less than Rs 60000	26	25.5				
	Rs 60000-Rs 100000	25	24.5				
	More than Rs 100000	51	50				

Source: Primary data collected through questionnaire

Almost 48% of the students were below 16 years and 59.8% were females. As majority of the students (74.5%) were either pursuing BBA or were in their first year of MBA, they had not finalized their area of specialization. Additionally majority of the students (50%) were having a household income of more than Rs 1,00,000. Similarly, majority of the faculties (61.9%) were having age of less than 35 years.

Table 2: Frequency Distribution of response of students

		Frequency	Percentage
Have you ever had an ethics course in college?	Yes	96	94.1
	No	6	5.9
If yes, Do you think this class was well designed and effective?	Yes	39	40.2
	No	57	56.9
Is there an ethics course offered at your institution?	Yes	94	92.2
	No	6	5.9
	Not sure	2	2.0

Is the course required for your degree plan?	Yes	58	56.9
	No	18	17.6
	Not sure	26	25.5
If an ethics course in business were offered as an elective course, would you enrol in it?	Yes	42	41.2
	No	36	35.3
	Not sure	24	23.5
Do you believe it is appropriate to have business faculty teach an ethics course?	Yes	54	52.9
	No	29	28.4
	Not sure	19	18.6
Do you think that having an ethics course in college would help you solve moral and ethics issues facing the business community in general?	Yes	36	35.3
	No	31	30.4
	Not sure	35	34.3

Source : Primary data collected through questionnaire

Majority of the students (94.1%) have studied ethics course in college, but of those students, almost 57% admitted that the class was not designed effectively. Majority of the students (41.2%) were ready to enrol, if ethics course was offered as an elective. Moreover, 52.9% admitted that business school faculty should not teach the course. This could have repercussions like someone from philosophical background or having an orientation of morality can build the base with someone from the corporate coming and discussing the implementation of these concepts in real-life scenarios. Also, 35.3% students considered that ethics course would train them to solve moral and ethical issues which the business community as a whole faces.

Table 3: Frequency Distribution of response of faculties

		Frequency	Percentage
Have you ever taught an ethics course in college?	Yes	13	31.0
	No	29	69.0
If yes, Do you think this class was well designed and effective?	Yes	20	47.6
	No	9	14.3
Is there an ethics course offered at your institution?	Yes	40	95.2
	No	2	4.8
Do you believe it is appropriate to have business faculty teach an ethics course?	Yes	14	33.3
	No	12	28.6
	Not sure	16	38.1
Do you think that having an ethics course in college would help you solve moral and ethics issues facing the business community in general?	Yes	24	57.1
	No	6	14.3
	Not sure	12	28.6

Source : Primary data collected through questionnaire

Almost 33.3% of the faculties agreed that a business school faculty should teach ethics course, while 38.1% were not sure for the same. In lines with the response of the students, majority of the faculties (57.1%) agreed that ethics course would train the students to solve moral and ethical issues which the business community as a whole faces.

Table 4: Hypothesis – Mann Whitney Test

Null Hypothesis	Mann Whitney U	Significance	Status
The distribution of importance of ethics in business community is same across the categories of students and faculties	2082	0.77	Retain
The distribution of importance of ethics in business courses is same across the categories of students and faculties	1630	0.017	Reject
The distribution of importance of ethics in personal decision making is same across the categories of students and faculties	1662	0.019	Reject
The distribution of importance of ethics in workplace decision making is same across the categories of students and faculties	1544	0.004	Reject

Source: Primary data collected through questionnaire

A Mann-Whitney test indicated that importance of ethics in business courses was greater for faculties (Median=1) than for students (Median=2), $U = 1630$, $p = .017$. Moreover, another Mann-Whitney test indicated that importance of ethics in personal decision making was greater for faculties (Median=1) than for students (Median=2), $U = 1662$, $p = .019$. Additionally, a Mann-Whitney test indicated that importance of ethics in workplace decision making was greater for faculties (Median=1) than for students (Median=2), $U = 1544$, $p = .004$. (As shown in Table 4)

Table 5: Hypotheses – Mann Whitney Test

Null Hypothesis	Mann Whitney U	Significance	Status
The distribution of ethical goal to assist the students in formation of their personal values and moral ideas is the same across the categories of students and faculties	2044	0.618	Retain
The distribution of ethical goal to introduce the students to broad range of moral problems facing society and world is the same across the categories of students and faculties	1696	0.027	Reject
The distribution of ethical goal to provide the students contact with important ethical theories and moral traditions is the same across the categories of students and faculties	1988	0.472	Retain
The distribution of ethical goal to give students the opportunity to wrestle with problems of applied business ethics, whether personal or professional is the same across the categories of students and faculties	2078.5	0.768	Retain

Source: Primary data collected through questionnaire

A Mann-Whitney test indicated that expectations (goals) of ethics courses pertaining to introduce the students to a broad range of moral problems facing society was higher for faculties (Median=1) than for students (Median=2), $U = 1696$, $p = .027$. The other goals showed no difference between the faculties and students.

Implications on the Academic fraternity

- As highlighted in the findings above, a majority of students who have undergone a course on business ethics believe that the course was not designed properly. This echoes the need to refurbish the course content, delivery tools, assessment techniques, etc. of business ethics course in the changing times. As rules and regulations evolve in the course of time due to certain events, similarly corporate scams can act as trigger points to make changes in the curriculum design or the same content can be taught in a more contemporary context.
- The findings of the study indicate that given a choice, only around 41% students would like to opt for business ethics course. In addition, only 35% students believe that such a course would help them in solving moral issues facing the business community and the society. This also aligns with another set of findings which suggest that faculties perceive the course on business ethics to be more important as compared to students. Further, the goal mapping also suggests that faculties and students differ on the goal of business ethics course to introduce the students to varied moral problems faced in the society. This grave situation has probably arisen because the course contents are not relevant or are not delivered in a proper manner. Hence, there is an immediate need to rectify this situation by sensitizing the students about the significance of the course, having a re-look at the course learning outcomes and making the course more application-oriented. Several innovative pedagogical tools have been discussed in the section on literature review and the same can be used to generate a renewed interest of the students in the course.
- About half the students believed it appropriate for business faculties to teach ethics, but the other half did not agree or were not sure. Figures from faculties also suggest that they find it inappropriate for business faculties to teach ethics. Literature suggests that ethics belongs to the moral discipline and the instructor has to have a firm grounding in this discipline so as to be able to develop and nurture moral values in students. This base can be further made application-oriented by inviting corporate delegates and other industry experts to share their ethical dilemmas and orient the students to the complexities involved therein. In fact, Bhatt and Bhatt (2013) have suggested based on student responses that business students find it more convincing to learn business ethics from real world examples and cases as compared to classroom teaching of theories.

Conclusion

The role of education cannot be undermined and the onus of developing worthy citizens rests on the shoulders of the academic community. This gains special importance in the context of management, where corporate scams erode the investors' hard-earned money and shake their confidence. There is ample literature on the need to teach business ethics and the various pedagogical tools which can be used for enriching the learning experience. However, the effectiveness of this course has been doubtful in the wake of a string of scams witnessed in the last few years. The current study tries to understand the significance of business ethics as a course from the students' and faculties' perspective. It also goes further to identify the goals of this course and whether they are congruent for students and faculties.

The findings clearly suggest a need to revamp the design of business ethics course and make it more relevant in the present context. Moreover, since the students are taking training in management, they need the course to be more application-oriented. There is a need for the industry and academia to work together for effective teaching-learning experience. These improvisations would lead to infusion of interest from the student community to take up the course on business ethics in its true sense and integrate the learnings in their careers.

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Privacy issues in Social Networking Sites in Gujarat: A Pandora's Box

Tejal Shah : Assistant Professor, Parul Institute of Management & Research, Parul University, Waghodia, Vadodara. Email: tejalshah82@gmail.com

Amita Garg : Assistant Professor, Parul Institute of Management & Research, Parul University, Waghodia, Vadodara. Email: amita.garg@yahoo.com

Abstract

People's participations in social networking sites have dramatically increased recently. These sites allow users to create profile and share their identity information with wide network of friends, regardless those 'friends' are their actual friends or strangers. Numerous studies have shown that users are low concerned with the bad consequences of information they posted online. There is also a perceived privacy threat in relation to placing too much personal information in the hands of large corporations. The profiles posted on SNS (Social Networking Services) also have commercial value to marketing companies, competing networking sites, and identity thieves. Data mining through the development platform can potentially affect more people than screen scraping, because it exposes information that might otherwise be hidden (i.e., users with "private" profiles may still install applications).

Hence, this study intends to examine the issues related to privacy on SNS.

Keywords: Social Networking Services (SNS), Privacy Issue, Identity Theft

Introduction

Social networking is the practice of expanding the number of one's business and/or social contacts by making connections through individuals.

While social networking has gone on almost as long as societies themselves have existed, the unparalleled potential of the Web to facilitate such connections is only now being fully recognized and exploited, through Web-based groups established for that purpose.

In simple words, social networking sites allow users to create a profile with personal information, photo, and other information they would like to share. They interact with each other by making their latest updates or changes public. There are many types of social networking sites, which all of them serve for different kind of purposes. Few of the famous one are blog, e-mail, instant messaging, and videoconferencing.

Depending on the social media platform, members may be able to contact any other member. In other cases, members can contact anyone they have a connection to, and subsequently anyone that contact has a connection to, and so on. Some services require members to have a pre-existing connection to contact other members.

Social media sites include Facebook, Twitter, LinkedIn, & Google+.

In simple words, social networking sites allow users to create a profile with personal

information, photo, and other information they would like to share. They interact with each other by making their latest updates or changes public. There are many types of social networking sites, which all of them serve for different kind of purposes. Few of the famous one are blog, e-mail, instant messaging, and videoconferencing.

Some statistics on Internet Usage

Social media use continues to grow around the world. A survey from

WeAreSocial.net reveals that social media's year-on-year growth remains strong with global penetration rates now in excess of 30%. Advances in technology, such as the growth of smart mobile devices, has contributed greatly to this and will further drive the development of social media in the years to come.

There are 143 million social media users in India as on April 2015. & Gujarat tops in social media users via smart phone. Indians are very active on different social networks and 88% of users share content on their social profiles and as well are increasingly spending time on various social networking sites as mentioned below.

- Facebook is the most browsed social network on social media with a large base of 100 Million users, clearly it is not fading away anytime soon in India. More than 80% of those users access Facebook via their mobile phone.
- Total Twitter users in India are 33 Million and from this base 76% of users access it via their mobile phone.
- LinkedIn has 26 Million India users, of the total 300+ Million users.
- Of the total chunk of 70 Million total users in Pinterest, 5.5 Million comprise from India.
- Instagram the usage is more dominated by men in comparison to women; ratio being 75/25. It shows only 1/4th of the women population in India are on Instagram, looks like selfies are more appreciated by men than women!

The Blurry Line between the Public and Private Sphere

Information posted on social media public information – free for use by any individual or entity including law enforcement, employees, data mining companies etc. or is information posted on social media – private, and thus requires authorization for further use. For example, in India, in 2013 the Mumbai police established a "social media lab" for the purposes of monitoring and tracking user behaviour and activities.

Authorization is not required for the lab to monitor individuals and their behaviour, and individuals are not made aware of the same, as the project claims to analyze only publicly available information. Similar dilemmas have been dealt with by other countries. For example, in the U.S, individuals have contested the use of their tweets without permission, while courts in the US have ruled that tweets, private and public, can be obtained by law enforcement with only a subpoena, as technically the information has been shared with another entity, and is therefore no longer private. Indian Courts have yet to deal directly with the question of social media content being public or private information.

The Complication of Jurisdiction

The borderless nature of information flows over the Internet complicates online privacy, as individual's data is subjected to different levels of protection depending on which jurisdiction it is residing in. Thus, for example an Indian using Gmail, will be subject to the laws of the United States. On one hand this could be seen as a positive, if one country has stronger privacy protections than another, but could also be damaging to privacy in the reverse situation – where one company has lower privacy standards and safeguards. In addition to the dilemma of different

levels of protection being provided over data as it flows through different jurisdictions, access by law enforcement to data stored in a different jurisdiction, or data from one country accessible to law enforcement because it is being processed in their jurisdiction, are two other complications that arise. These complications cannot be emphasized more than with the case of the NSA Leaks. Because Indian data was residing in US servers, the US government could access and use the data with no obligation to the individual. In response to the NSA leaks, the government of India has stated that all facts need to be known before any action is taken, while citizens initially sought to hold the companies who disclosed the data to US security agencies such as Google, Facebook etc. accountable.

Despite this, because the companies were acting within the legal limits of the United States where they were incorporated, they could not be held liable. In response to the dilemma, many actors in India, including government and industry are asking for the establishment of 'domestic servers'. For example, Dr. Kamlesh Bajaj, CEO of Data Security Council of India was quoted in Forbes magazine promoting the establishment of India centric social media platforms. Similarly, after the PRISM scandal became public, the National Security Advisor requested the Telecom Department to only route traffic data through Indian servers.

In these contexts, the internet is a driving force behind a growing privacy debate and awareness in India.

Current Policy for Internet Privacy in India

Currently, India's most comprehensive legal provisions that speak to privacy on the internet can be found in the Information Technology Act (ITA) 2000. The ITA contains a number of provisions that can, in some cases, safeguard online privacy, or in other cases, dilute online privacy. Provisions that clearly protect user privacy include: penalizing child pornography, penalizing hacking and fraud and defining data protection standards for body corporate.

Provisions that serve to dilute user privacy speak to access by law enforcement to user's personal information stored by body corporate collection and monitoring of internet traffic data and real time monitoring, interception, and decryption of online communications. Additionally, legislative gaps in the ITA serve to weaken the privacy of online users. For example, the ITA does not address questions and circumstances like the evidentiary status of social media content in India, merging and sharing of data across databases, whether individuals can transmit images of their own "private areas" across the internet, if users have the right to be notified of the presence of cookies and do-not track options, the use of electronic personal identifiers across data bases, and if individuals have the right to request service providers to take down and delete their personal content.

Online Data Protection

Since 2010, there has been an increasing recognition by both the government and the public that India needs privacy legislation, specifically one that addresses the collection, processing, and use of personal data. The push for adequate data protection standards in India has come both from industry and industrial bodies like DSCI – who regard strong data protection standards as an integral part of business, and from the public, who has voiced increasing concerns that governmental projects, such as the UID, involved with collecting, processing, and using personal data are presently not adequately regulated and are collecting and processing data in such a way that abuses individual privacy. As mentioned above, India's most comprehensive data protection standards are found in the ITA and are known as the Information Technology "Reasonable security practices and procedures and sensitive personal data or information" Rules 2011.

The Rules seek to provide rights to the individual with regards to their information and obligate body corporate to take steps towards protecting the privacy of consumer's information. Among other things, the Rules define "sensitive personal

information' and require that any corporate body must publish an online privacy policy, provide individuals with the right to access and correct their information, obtain consent before disclosing sensitive personal information ' except in the case of law enforcement, provide individuals the ability to withdraw consent, establish a grievance officer, require companies to ensure equivalent levels of protection when transferring information, and put in place reasonable security practices. Though the Rules are the strongest form of data protection in India, they have not been recognized by the European Union as meeting the EU standards of "data secure" and many gaps still exist. For example, the Rules apply only to:

- Body corporate and not to the government
- Electronically generated and transmitted information
- A limited scope of sensitive personal information.
- A body corporate when a contractual agreement is not already in place.

These gaps leave a number of bodies unregulated and types of information unprotected, and limit the scope of the Rules. It is also unclear to what extent companies are adhering to these Rules, and if they are applying the Rules only to the use of their website or if they are also applying the Rules to their core business practices.

Research Methodology

Research Design

The purpose of the study is to analyse the privacy issues in Social Networking Sites and also to check the awareness among the users of SNSs regarding privacy issue. First of all, the researcher shall discuss about the demographic profile such as gender and age. Subsequently, patterns of SNSs adoption and awareness of invasion of privacy among respondents will be analyzed in detail.

Research Approach

The respondents are users of Social Networking Sites. In the present study, data from 30 sets of questionnaire are analyzed, because of limited time period.

Data Collection & Analysis Method

To collect the data, researchers have gone with personal data collection with the help of questionnaire. Analysis and interpretation of the data collected is done using Microsoft Excel 2007.

Findings

This survey research was conducted among 30 people. Who are from various age groups. The pie percentages of male and female shows that 50% (15) of the respondents are male, while another 50% (15) are female. This is to ensure a fair comparison between genders.

Figure 1: Gender

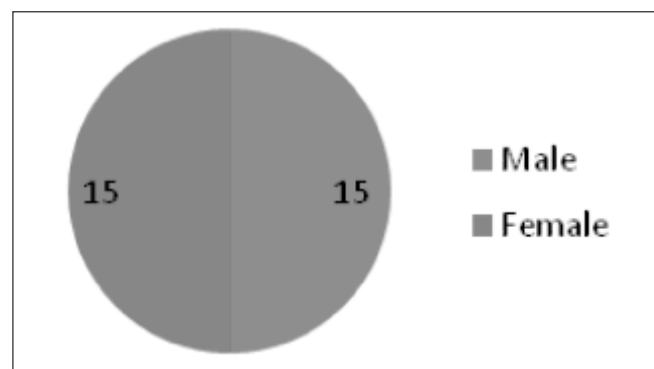
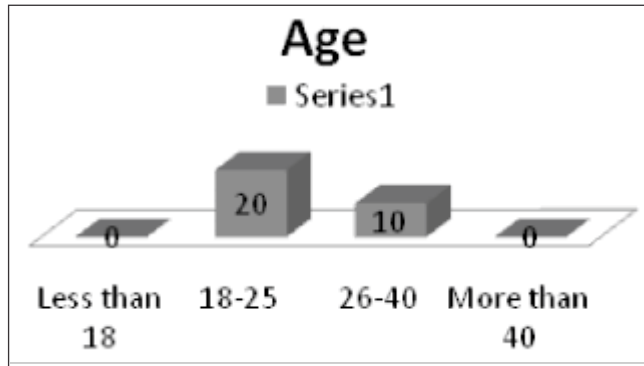
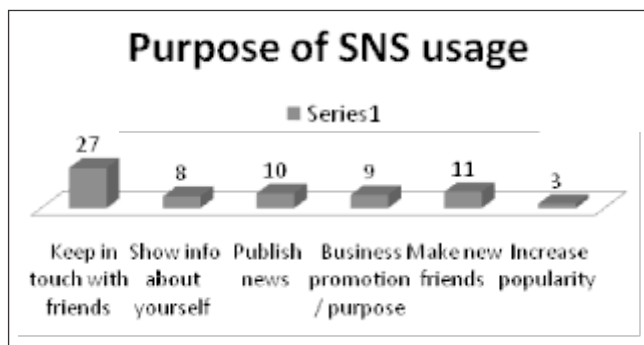


Figure 2: Age group



Among 30 respondents, 66% i.e. 20 respondent falls into 18-25 age group category, while rest of the respondent falls into 26-40 age group category.

Figure 3: Purpose of SNS Usage



Findings shows that majority of respondents use SNSs to 'keep in touch with friends'. 11 respondents use SNS to "Make new friends". 2 female respondent use SNS to "increase popularity", while only 1 male use to "increase popularity".

Figure 4: No of years displayed Respondent profile

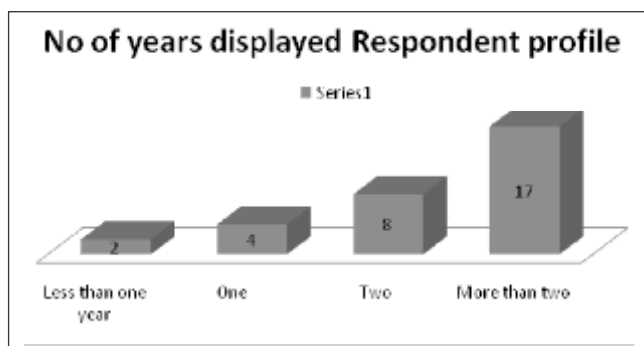
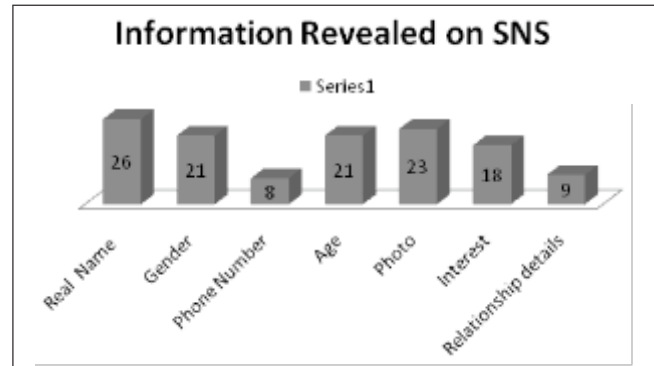


Figure 4 shows the result of for how many years, respondent has displayed their profile on various SNS. Results shows that majority of the respondents i.e. 17 (56.67%) had displayed their profile for more than 2 years. 8 respondents has displayed their profile for 2 years.

Figure 5 : Information Revealed on SNS



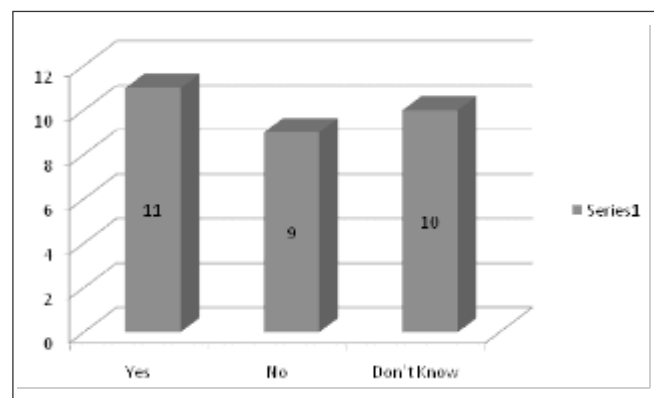
Findings show that percentage of revealing information on SNSs is more or less same for males & females. 13 male & 13 females had shown their real name on SNSs. 11 male & 10 females had shown their gender details on SNSs. Out of 30, only 4 males & 4 females had revealed their phone number on SNSs. 21 respondent had displayed their age, 23 respondents had revealed their photos, 18 had shown their interest and only 9 had revealed their relationship status.

Figure 6: Purpose for collection of personal information



Figure 6 shows that majority of the respondents (i.e. 56.67%) were either "don't know" or had "no" information why their personal information is being collected.

Figure 7: Knowledge of personal information may be disclosed to third persons



Findings shows that out of 30 only 11 respondents had knowledge of their personal information may be disclosed to third persons. 19 respondents had no clue that their personal information can be shared with third party.

Figure 8: SNS Consent

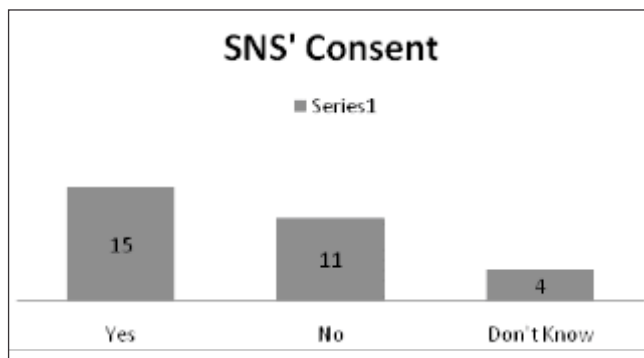
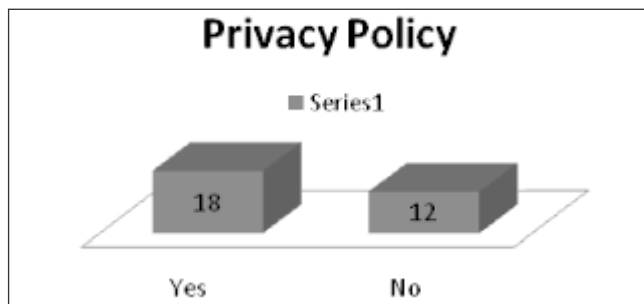


Figure 8 shows that only 50 % respondent have knowledge of the consent taken by respective SNSs when they collect their personal data . Other 50% respondents had no knowledge about the consent taken by respective SNSs when they collect their personal data .

Figure 9 : Privacy Policy



Finding shows that 60% respondents had read the privacy policy, despite of the fact that all of them have shared their personal information on SNS.

Figure 10: Changing of Default Privacy Policy

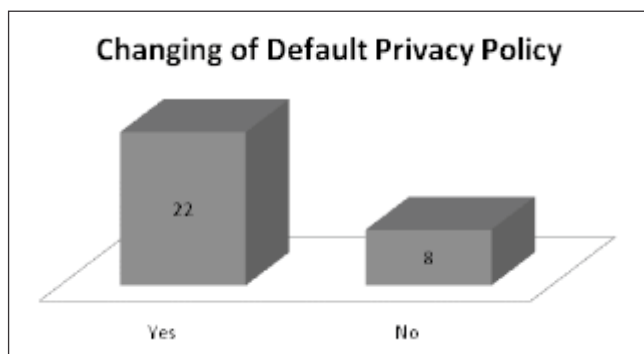
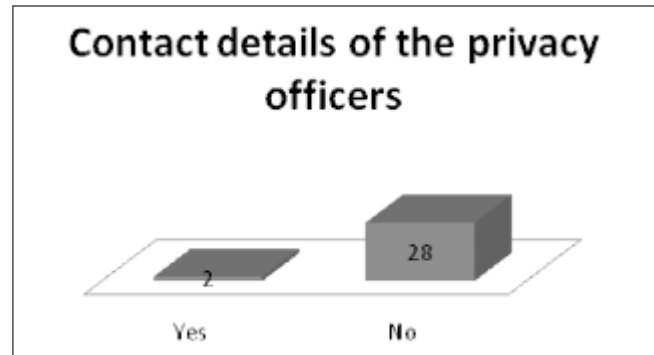


Figure 10 indicates that more than 70% respondent had changed their default privacy policy.

Figure 11: Contact details of the privacy officers



The finding indicates that more than 90 % of respondent does not have contact details of privacy officers of the SNSs in case something goes wrong.

Conclusion

Indeed, social networking sites such as SNS served as a very useful platform for their users to stay in touch with friends, promoting something, or even increase self- publicity. It makes possible for users to connect with hundreds, or maybe thousands of friends at the same time regardless the geographical boundaries. However, there are some flaws in this SNS's invention.

Personal and private information can be freely and publicly provided. This may lead to plenty of very serious issues, such as breach of privacy.

The Awareness of invasion of privacy on SNS among respondent is considered at moderate level. This awareness need to be strengthened up since there is still large number of users did not aware of this issue.

Those users show how unconcern they might appear to potential privacy risk. They are willing to provide wide range of private information while limiting privacy preferences are hardly used.

Because of this information they have provided on SNS, users open themselves up for various physical and cyber risk, and make it absolutely easy for third party especially cyber stalker to create digital dossiers of their behaviours.

SNS authority as well as country's policy makers should put more efforts on warning people regarding this serious issue. Media coverage on the consequences of revealing private information online may boost up the awareness among new and young users. By knowing the action of revealing too much information might harm themselves in many different ways, perhaps they will reduce the information they put online.

Besides, cyber risk should be introduced as one of the compulsory subject in primary and secondary school. The syllabus of this subject should be including risk of revealing too much information on social media such as SNS. When children are exposed to all these knowledge, perhaps they will be more concerned of privacy issues which might happen online. Besides, they will be taught as well how to handle if the privacy has been intervened by hackers or maybe strangers. Apart from that, parents play a vital role too in cultivating the proper way of using internet. Parents should monitor their children when they are surfing internet, especially social media.

Lastly, SNS users themselves need to take the initiative to be aware of SNS privacy issues. Despite all the efforts by government, school, and parents, it is pointless if the person himself refuses to change the style of surfing internet, and keep on revealing all the personal information online.

The solution to the paradox is not simple. It will take all levels of society to tackle the social issues related to teens and privacy. Awareness is key to solving the solution. We as individuals need to be more proactive about educating each other

and protecting our privacy on the Internet.

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Ethics and Values in Education – A Holistic Approach

Hitesh Rajput : Teaching Assistant, Department of Applied science and humanity, CGPIT, UTU, Gujarat. Email: hitesh.rajp@utu.ac.in

Nirav N Parekh : Teaching Assistant, Department of Applied science and humanity, CGPIT, UTU, Gujarat. Email: nirav.nparekh@utu.ac.in

Abstract

There is growing concern over the erosion of values among youth and a need is felt for empowering them through education. Value education is concerned to pedagogies that educators use to create elevating learning experiences for students and addresses issues related to character formation. Paper represents an understanding into the impact of such value education and discloses that a holistic approach to value education can enable students to lead successful lives. Education is central process for development of life of human being. For life oriented education ethics plays effective role. For being good human, ethics must be placed as a course in educational system. In this paper, it will be discussed the ethics education in schools and colleges. In doing this, it will be also discussed why teaching ethics is important in education. Before discussing this issue, it is necessary to define what ethics is and what education is. The aim of ethical education is to provide people to make decisions by their free wills. You can teach norms easily, but you cannot teach easily to obey these rules unless you teach ethics. Therefore, teaching ethics has an important and necessary place in education.

Keywords: Holistic, Value Education, Ethical Education, Life Oriented

Introduction

In the present context, an educational institution is viewed as an open adaptive system consisting of interconnected subsystems operating in the environmental supra-system. Educational practices are bound to be more challenging to meet the complex changes in the environmental variables of the future. Fast changing technological, economic, ecological, legal, growth in global education and the increasing intricacy of decision making in the field of education will influence the educational policies and practices. In a dynamic environment, value education will assume unique importance. To sustain the changing world, educational institutions will be required to become more interconnected and holistic with greater stress on human values and with greater concern for others. Holistic and value oriented education can secure an integrated personality, thereby enabling the optimum development of the physical, mental, aesthetic, moral and spiritual entities of learners. Michael, G. Gunzenhauser provided some background on ethical theory to explain the extent to which ethics as we have traditionally understood it in education has helped – but not completely – how educators respond to the challenges of being a professional educator. But first, the author briefly summarized the various ways that educational theorists have approached these issues in the most recent literature on ethical teaching and ethical leadership. When students define morals, the term (or its variant morality) is usually reserved for unbending standards of behaviour imposed by some powerful entity. For these students, they consider the latter term to be outmoded and inflexible. A moral actor can make the idea of consequences as complicated as she would like, considering even what kind of society she helps to create by acting the way she does in a certain situation. In that sense it can form the basis for a social ethics. Concerning the virtue ethics the most important set of virtues in the school are the ones that are being cultivated in the students. What virtues

are the adults demonstrating for the students and encouraging through course? To what extent are the difficulties the teachers having with the course affecting the students? What is it they are learning? Virtue ethics can be more helpful if we could get a handle on those effects.

Literature Review

Most previous research on value education have focused upon the need for and approaches to value education as a means of developing ideal students and capable leaders. According to Dr. Savanam Chandrasekar and Dr. R Emmaneil in the article titled, 'Impart value based education'; educational institutions are sacred places where students build their character and career. The criteria for quality education consist in imparting value education with the highest intellectual quality in a superior learning environment to help students emerge as leaders in their chosen fields. Dr. Nasrin in her paper on Value Based Environmental Education felt that in order to protect our society from value crisis, it is necessary to include value based education in school curriculum and value based environmental education makes one conscious about the need to understand the consequence of human action. In the paper titled, Need for value-based education in the twenty first century, the author Bikas The paper on the 'Contribution Of Value Education Towards Human Development In India' by Shagufta Munir and Mariya Aftab emphasizes that value education in the modern context is considered much wider, transcending the boundaries of religions and encompassing ethical, social, aesthetic, cultural and spiritual values. The authors advocate that a judicious combination of academics, culture and value education must form the crux of all educational initiatives in schools. In the paper titled, 'Need for value-based spiritual education in school's, Seetha Kunchithapadam has stressed upon the need for adopting an integrated approach to value education in which the teacher's role extends beyond the classroom to that of a facilitator and counselor. Pathak, R D & Tripathi S K in the paper titled 'Information technology and value based education' have raised concern over value erosion in society due to technological advancement. They suggest that value education needs to be introduced in universities and management institutes. The article, 'Management of human values: An overview' by Ahmad A highlights the importance of cultivating several trans-cultural human values in corporate management. The author argues for management with ethics, science with human values and technology with a conscience. 'An Approach to Value Orientation of Teachers' Education by C Seshadri addresses the issue of teachers' training for value education and the need for preparing teachers as agents of social change..Jyoti Kumta in the paper titled, Value education: what can be done, has suggested that the emphasis should be on finding good role models who will use modern teaching methods to teach values and help children become capable of making better choices in life.

I have mentioned some essential works that centers the importance of ethics for educational practice, and all are especially recommended as resources for making ethics central to educational practice: Gert Biesta (2006) argues that we should go "beyond learning" in how we think about educational practice; Felicity Haynes (1998) draws from a broad range of ethical theory to argue for an ethics of consequences, consistency, and care; Robert Nash (2002) explains how "three

moral languages" – rules and principles, character, and basic beliefs – can be brought to bear on ethical issues and professional practices; Ken Strike (2006) bases his ethics for school leadership partly on John Rawls' social ethics. When students define ethics, they connect the term to specific expectations that society has for educational settings, such as codes of ethics.

Value Education

Education is meant not only to provide knowledge and information, but also to build character of human beings. Having a set of values and principles, learners must be guided for self-development, so that values become a part of their character. In the present times there is a crisis in character formation. Since character is largely molded during childhood and youth, it is the responsibility of educational institutions to provide education for character building. Modern world is rapidly demanding greater intercommunication and oneness, there is an urgent need for cultivating the values of co-operation which can best be fostered through education. Harmony of man and nature is also being discussed, in recent times due to greater global concern towards protection of the environment. The recent disturbing trend of increasing deviant behaviors among youth has also highlighted the need for education that encourages among youth the values of discipline, respect and peace. The ideals of liberty, equality and fraternity have been expressly stated in the preamble of the Indian constitution.

The Role of Ethical Education

Why Ethics is important and why ethics should be taught in schools? What kind of ethics should be taught in schools? In this chapter I will try to discuss this issue.

Ethics education can be divided into four stages:

- Ethics education in family
- Ethics education in school
- Ethics education in university
- Ethics education in business

In family, ethics education should focus on descriptive facts. Children observe their parents' (role models) ethical behaviours and they learn social facts about ethical behaviour.

In school, students learn what is right and what is wrong. This is a value education or character education. In educational systems, generally ethics is associated with religion. Instead of ethics course students take religious course. Students should learn values clarification, and making ethical decision. In addition, school fosters to students become trustful, responsible, and just person. Ethics in school can benefit to this. In university, ethics should be professional ethics. Only some students can take ethics course related to their professions in universities, because in universities ethics does not give as a course in all departments. This

kind of ethical education provides students to realize what is right, make good decisions about ethical issues in their professions. In Turkish educational system, in general ethics is associated with religion. These are two intermingled terms. Therefore, in educational systems instead of ethics students take religious culture course. Until university students do not take an ethics course in their schools. In universities, not all departments have an ethics course only a few departments have an ethics course like philosophy, psychology, psychological guidance, business faculties etc.

Conclusion

The study on value education is an attempt to understand the role of value education in making a positive difference in the personality of students and their present and future lives. The students can gain enormously through these enriching experiences and are empowered to confront the uncertainties of the dynamic environment with clarity, courage and composure. A holistic approach to value education can ensure that there is the balanced development of all dimensions of students' personality. Spiritual and moral education is the great force that forges the strong and staunch individual. It can be claimed that education is also an ethical effort. Human beings can be either unfriendly or peaceful by education. The aim of ethical education is to provide people to make decisions by their free wills. You can teach norms easily, but you cannot teach easily to obey these rules unless you teach ethics. Therefore, teaching ethics has an important and necessary place in education. Students who graduated from universities may be well- educated persons in their professions but it is not enough. Aristotle also says, "Educating the mind without educating the heart is no education at all."

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