# VALUE BASED HIGHER EDUCATION WITH GLOBALIZATION, GENERALIZATION AND SPECIALIZATION

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*"Education develops the intellect; and the intellect distinguishes man from other creatures. It is education that enables man to harness nature and utilize his resources for the well-being and improvement of his life. The key for the betterment and completeness of modern living is education. But,' Man cannot live by bread alone '. Man, after all, is also composed of intellect and soul. Therefore, education in general, and higher education in particular, must aim to provide, beyond the physical, food for the intellect and soul. That education which ignores man's intrinsic nature, and neglects his intellect and reasoning power cannot be considered true education"*

**Abstract:** Quality of higher education is a multi-dimensional concept. The effectiveness of the education system depends on its ability to transmit the knowledge and skill; the authenticity, content, coverage and depth of information availability of reading/teaching materials determines the quality standards. Good quality education is associated with high ethical standards. Education imparted with moral values develops the soul of the society. This paper discusses in details how information technology can be applied to enhance the quality of higher education at affordable cost. It also discusses the various ethical parameters associated with the higher education and their impact.

**Keywords:** Quality, Technology, Higher Education, Knowledge

## Introduction

In a major speech entitled "Mend it, Don't End it" former President Bill Clinton there in said: Beyond all else, our country is a set of convictions: We hold these truths to be self-evident, that all men are created equal, that that they are endowed by their creative with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness". Our whole history can be seen first as an effort to present these rights and then as an effort to make them real in the lives of all our citizens. The purpose of affirmative action is to give our nation a way to finally address the systematic exclusion of individuals of talents on the basis of their gender or race from opportunities to develop, perform, achieve and contribute affirmative action is an effort to develop systematic to open the doors of educational, employment and business development opportunities to qualified individuals who happen to be members of groups that have experienced long standing and persistent discrimination. This speech is the reason for imparting ethical education because it is the basis of society formation. Nowadays, higher education is being driven towards commercial competition imposed by economic forces resulting from the development of global education markets and the reduction of governmental funds, forcing colleges and universities to seek other sources of financing. Higher education institutions had to be concerned with not only what the society values in the skills and abilities of their graduates (Ginsberg, 1991), but also how their students feel about their educational experience. These new perspectives call attention to the management processes within the institutions as an alternative to the traditional areas of academic standards, accreditation and performance indicators of teaching and research.

There are a number of problems in developing performance indicators in higher education. One such problem is that performance indicators tend to become measures of activity rather than true measures of the quality of student's educational service. These performance indicators may have something to do with the provision of higher education, but they certainly fail to measure the quality of education provided in any comprehensive way (Berg, 2005) the student satisfaction can be divided into two loosely bound categories: (a) assessing teaching and learning; (b) assessing total student experience. Quality in higher Education is about efficiency, high standards, excellence, value for money, fitness for purpose and/or customer focused (Watty, 2006). The E-business is on knowledge transfer and knowledge sharing. It means connecting critical business systems and even education systems directly to critical constituencies-customers, vendors, and suppliers- via the Internet, extranets, and intranets. The technology-based environment provides electronic information to boost performance and create value by forming new relationships among businesses, education systems and customers. E-business is more than a Web site, in that it affects all aspects of business, from strategy and process to trading partners and the ultimate consumer. It combines the resources of traditional knowledge-based systems with the global reach of the Web.

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From a knowledge management viewpoint, e-business enables learning organizations to accomplish the following goals:

1. Create new products or services and, consequently, new market knowledge.
2. Build customer loyalty through knowledge exchange and knowledge sharing.
3. Enrich human capital by more direct and immediate knowledge transfer.
4. Make use of existing technologies for research and development and creation of new knowledge for new and more advanced products and services.
5. Achieve market leadership and competitive advantage.

E-business means exchange of information with anyone, anywhere, anytime. It breaks two traditional rules of knowledge sharing: Companies do not share knowledge edge that determines pricing. One of the drivers that promote e-business is change in organizations. Today is learning organizations empower front-line workers to do the kind of work

daily life are related to one's value system, beliefs, and culture. Laws are often created to combat unethical acts that threaten societal image and survival. They are also used to reinforce existing ethics. Ethics creates a strong sense of professionalism. Ethical misbehavior among knowledge developers is no greater or less than it is among the mass public.

*Ethical Decision Cycle*
Knowledgeable people with common sense are expected to be people of ethics. They consider a number of elements when they make ethical decisions:

1. The nature and essence of the act. Is the act fair, reasonable, or conscionable?
2. The consequences of the action or inaction on the parties involved. Who gains by the act, which loses, and by how much?
3. The far-reaching consequence of the action or inaction on the organization, community, and society. Will the act, if left unchecked, lead to societal ills?
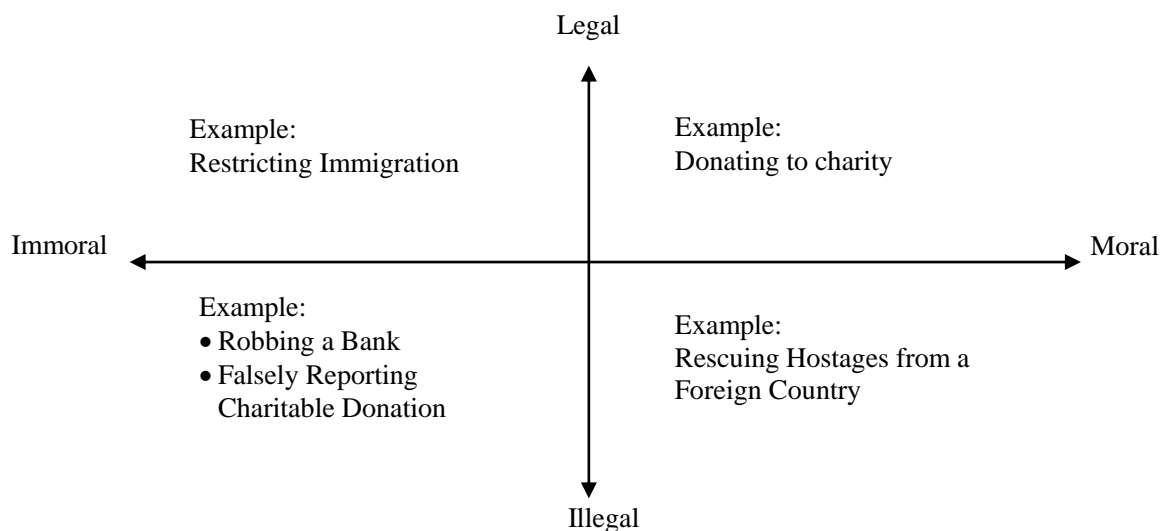


**Figure 1: Graphical Representation of the Ethical Decisions**

once performed by junior management. There is also a trend toward collaborating owners and managers across departments to develop a chain of relationships and knowledge sharing that adds value to the enterprise.

*The Ethics Factor in Education*
The word ethics is not easy to define. It means different things to different people. Ethics is related to fairness, justice, equity, honesty, trustworthiness, and equality. Stealing, cheating, lying, or backing out on one's word are all descriptive of a lack of ethics. Something is ethical when a person feels it is innately right, which is a subjective judgment. Incidents of

Figure 1 summarizes the situation and must evaluate alternative approaches that lead to a decision to commit an act. The outcome is initially reviewed by the person. If it is believed to be rewarding, fair, and just, chances are it will be repeated, and vice versa.

*Major Threats to Ethics*
Ethics are more openly discussed as a serious concern today than they were in the past, because the threats have steadily increased. As shown in figure, the main threats are as follows:

- Faster computers and PCs
- Sophisticated telecommunication and

computer networks
- Massive integrated knowledge bases
- Ease of access to information and knowledge bases
- The view that captured knowledge is a competitive weapon

With these threats, ethical dilemmas or dimensions not imagined 10 years ago are facing today's firm, stretching standard ethical considerations to the limit. In fact, technological advancements have resulted in the need to reevaluate ethical standards and their implications for privacy, confidentiality, accuracy and integrity.

Knowledge hoarding, unauthorized e-mail access, and sale of competitive knowledge are serious ethical issues. Also, taking out life insurance policies on employees to benefit the company when the employee dies is questionable ethics. In 2002, a senior vice president at a major credit card company was dismissed for allegedly using his position and company affiliation to promote his side business and pressure company suppliers into buying products from him- all of which were carried out using e-mail and fax. Because no one knows more about information technology and has better access to the company's knowledge base than the head of the IT department, should the head of the IT department be the one to establish and enforce ethical standards for the company as a whole?

**Objective of the Study**

The overall objective of the present study is to understand the nature of ethical dimensions as defined by professors in the universities and to obtain insights into the level of staff involvement with ethical issues.

**Research Methodology**

The present research involved a mixed approach- a qualitative survey of investigations based on semi-structured face to face interview and a quantitative survey. A total of 250 interviews were conducted with the professors and teachers in universities operating in the city of Jodhpur. The respondents were selected on the basis of convenience sampling.

**Results and Discussions**

Reasons behind the Practice of Ethical Quality Issues by the University Professors. The Table 1 illustrates the reasons behind the involvement of Professors of Universities in Jodhpur. (See at the next page)

*Proposed Strategy to Improve the Quality Standards in the Universities*

The education has to be ethical in order to build the nation and the society. The character and the destiny of any institution are built based on the foundation of

the values realties to education. The orientation of exudation systemize to impart creativity, originality, expertise etc should be the basis of sound strategy to impart quality education in any system.

*Richness in Knowledge and Skill*

The quality in higher education relates to absorption of knowledge and generation of skill among the students. Knowledge and skill of teachers and experts have an effect on setting of norms. The expertise possess by the teachers helps in building the quality of knowledge level to build in the student personality. That is to say, that availability of high quality teaching aid and reading materials is essential for each participant in the educational process. Availability of high quality reading materials helps the teachers as well the students to have a better grasp of the subject matter, critical attitude, innovative tendencies and lucid communication skills.

*Creativity*

Inculcation of problem solving ability, creativity, innovativeness and such faculties make the third parameter of quality in education. A good quality of education would foster creativity and innovation in the material development of the proper growth of the students.

*Modern Information Technology and Quality in Higher Education*

The modernization of education is essential to remain connected to the developments happening in the digital world. The information technology can help in the enhancement of quality in higher education. A knowledge network should connect all universities and colleges for online open resources.

**Conclusion**

Teaching is the highest form of understanding. Ethics in higher education entails effectiveness of transmitting knowledge and skill, the authenticity, content, coverage and depth of information, availability of reading/teaching materials, reduced obstacles to learning, applicability of knowledge in solving the real life problems, fruitfulness of knowledge in personal and social domains, convergence of content and variety of knowledge over space (countries and regions) and different sections of the people and realization of cost-effectiveness and administrative efficiency.

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**Table 1: Reasons behind the Practice of Quality in the Universities**

| Reasons | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| Ethics is the part of my university policy c1 | 32.1 | 31.6 | 16 | 20.3 | 0 |
| Quality enables my university to company to be a good & ethical institution c2 | 41.2 | 46.8 | 8.2 | 3.8 | 0 |
| Ethics give transparency for credit ranking c3 | 21.6 | 49.8 | 19.6 | 0.7 | 8.3 |
| Ethics enhances university's image c4 | 45.2 | 40.1 | 14.7 | 0 | 0 |
| Ethics increases visibility in the society c5 | 31.8 | 45.2 | 23 | 0 | 0 |
| Ethics ensures sustainable development c6 | 30.3 | 49.8 | 11.2 | 2.1 | 6.6 |
| Ethics is based on what the students want c7 | 8.2 | 20.3 | 40.1 | 15.2 | 16.2 |
| Ethics is based on what society wants c8 | 25.6 | 45.4 | 23.5 | 2.8 | 2.7 |
| Ethics management is based on what professors want c8 | 18.6 | 35.1 | 30.1 | 7.1 | 9.1 |
| Ethics is a governmental obligation c9 | 23.1 | 47.1 | 22.1 | 7.0 | .7 |
| Ethics is for the development of society c10 | 25.3 | 45.5 | 25.9 | 2.5 | .8 |
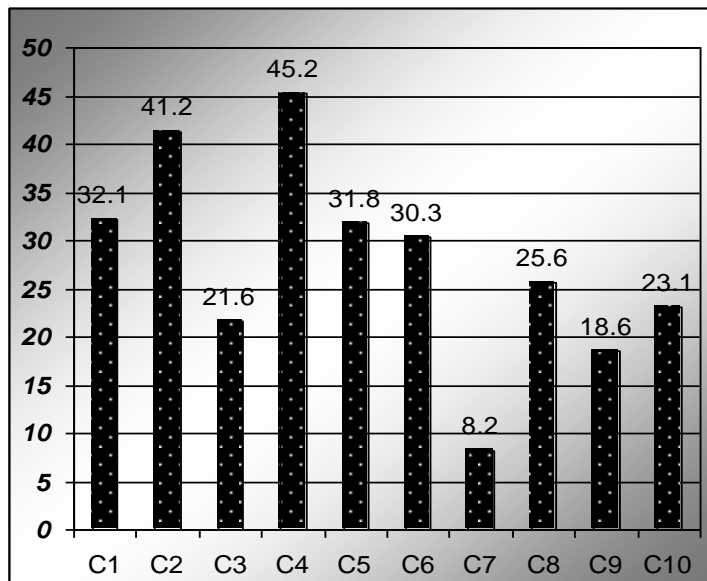


**Figure 2: Reasons behind the Practice of Ethical Issues**
X- Axis = Reasons behind the Practice of Quality in the Universities
Y-Axis = Percentage