

Value - Based Education in Management: A Tool of Sustainable Development

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ABSTRACT

In the present period of education assisted by ultramodern technology, we are tending more towards ranks and knowledge in the assessment than the application of learning in our everyday life. There is a need for imparting value-based education in management with a spiritual curved of mind in enlightening institutions to churn out excellent citizens. Imbibing the virtues of good conduct, self-confidence, and towering values would help students earn a noteworthy place in society. It is rightly said that Education without values is just similar to blossom without aroma. Students should recognize that character building is similarly imperative as career building. An excellent character in life is a vital thing that stretches a person's self-realization. Consequently, students should not only gain knowledge from their curriculum but also learn from different spheres too to broaden their awareness and knowledge base to emerge as dazzling and bright citizens of the future. The mere aspiration to excel in life was not adequate, and value-based education must be imparted to assist students to emerge as leaders in their preferred fields. The endeavour of this research is to validate the need for the value-based education system in today's world to save humanity and to make the world a better place to live. It is also useful to parents and educational institutions to impart value-based education from all fronts to make outstanding citizens for the nation.

Key words: Value-Based Education, Management Education, Sustainable Development, Curriculum

1. Introduction:

“The highest education is that which does not merely give us information but makes our life in harmony with all existence.” - *Rabindranath Tagore*

Education is the medium of knowledge, self-preservation, and accomplishment. Education not only provides a stand to succeed but also the knowledge of social conduct, vigour, character, and self-respect. The utmost gift education provides is the acquaintance of absolute love and a set of values. Such values include the effortless difference between right and wrong, a belief in God, the significance of hard work and self-esteem. Education is a constant learning experience, learning from individuals, learning from victory and failures, learning from leaders and followers and then budding up to be the person we are meant to be. Value-based teaching is an instrument that not only grants a vocation but also a motive for life. The purpose of life is certainly to know oneself and be ourselves. Therefore, it is right time to reconfigure education on the basis of values, since today's education system moulds individuals and technocrats but not responsible citizens. An individual ponders about himself, while the citizen thinks for society. Teachers and Elders should articulate the need to understand the value of human life and the inevitability for students to recognize the reason for education respectively.

As Swami Vivekananda said, “Education is the manifestation of excellence already existing in man”. According to him, Education is required by which character is shaped, the strength of the mind is augmented, intellect is expanded and by which one can arise on one's own feet.” Dr. S. Radhakrishnan categorically

emphasizes the role of the heart requirements to play in aiding the intellect. He adds "Education to be complete must be humane. It must include not only the guidance of the intellect but the discipline of the spirit and the refinement of the heart". Education hence brings out all that is distinctive in the individual serving him to establish the right relationship with not only the mind, life and soul of the country to which he belongs but with the generously proportioned life, mind and spirit of the humanity of which he is a component.

It is rightly been said that "Science without humanity, Business without ethics, politics without ideology, and education without values is not only unproductive but also deceitful". Such words lay a great impact on the significance of ethics, morals, and values in an individual's life. Human values and morality is declining subsequently. People are worried about their rights merely but have forgotten their duties and responsibilities. So there is a strong necessitate to make them attentive to their inner selves and redesign their values. Values are the ideology that acts as the guiding principle of our life. They direct our behaviour and influence our decisions. Educational institutes play a vital role in imparting values to an individual. Values cannot be taught in isolation. But can be collected with the education of a person. Consequently, Value-based education has become a necessity in today's world. Due to the advent of technology, the majority of the students favour pursuing professional courses. They simply strive for technical skills. Their syllabus is also in such an approach that they get restricted to their field of specialization barely. There is no stress is laid on insulating human values in them. So their curriculum must be redesigned and a value-added education system should be formed.

The common Phrase 'Value Based Education' (VBE), in ample use in the present era comes nearby in meaning in the ancient language Sanskrit phrase "Vidya" as it was used by the scholars or Gurus of India. 'Vid - ya' means that which illumines. As such, it was acknowledged with the knowledge that illumines the soul and mind. Since the imparting of knowledge was the endeavour of education, over a phase of time, education also came to be known as 'Vidya'. The utmost objective of Vidya as conceptualized by the seers and seekers was to understand the ultimate reality or truth.

Management Education makes a student perfect in all the spheres of fields. They handle several fields like marketing, finance, operation, supply chain, human resource and many more. Management people usually deal with the clients, stakeholders, human recourse to fulfil their objective. In all the fields and dealing we require fair and justified process based on ethics, morality and values. It is essential to inculcate the value based education to management learner so that they can spread good deeds, ethics, morality and justices to their people.

2. Literature Review:

Earlier research on value-based education has determined upon the need for and approaches to value-based education as a means of shaping perfect students and competent leaders.

National Education Policy (2019) stated that the demographic dividend that India is fortunate to have is expected to last for only a little over 20 years. Therefore, it is essential that children and youth in the country are equipped with the knowledge, skills, attitudes and values as well as employable skills that would enable them to contribute to India's social, economic, and political transformation.

Mr Adinarayanan and Ms Smrithi Rekha Adinarayanan (2019) addresses that in order to cultivate values that would lead to sustained well-being, one must gain the ability of self-observation. Spiritual education is rich in offering various pathways to be an effective witness. This would lead us to unearth the patterns in our physical, mental and emotional conditionings. Observation of our own patterns provides an invaluable insight into the workings of the human mind and the logical basis for the necessity of values.

As Dr. Savanam Chandrasekar and Dr. R Emmaneil (2012) stated in the article, impart value-based education; academic institutions are revered places where students develop their career and character. The criteria for eminence learning consist of imparting value-based education with the uppermost rational and intellectual quality in a better-quality learning environment to assist students emerge as influential leaders in their preferred fields.

Bikas C Sanyal (2014) has added the essentiality for academic institutions, national, international and local agencies to work together in developing value-based education a vital component of academic programs to alter the behavior and attitude of the entire human race.

Dr. Nasrin (2012) stressed on Value-Based Environmental Education felt that in order to preserve our society from value catastrophe, it is indispensable to comprise value-based education in the college curriculum. Value-based environmental education makes one aware of the necessity to comprehend the outcome of human action.

Shagufta Munir and Mariya Aftab (2012) opined that value education in the present circumstance is measured much wider, breaking and transcending the boundaries of religions and encircling social, ethical, cultural, aesthetic, and spiritual values. The writer support that a sensible combination of culture, value, and academics, education must form the root of the entire academic initiatives in the colleges.

Pathak, R D & Tripathi S K (1998) have raised concern over value corrosion in society due to scientific and technological progression. They propose that value education must be introduced in management institutes and Universities.

Ahmad A (1999) stated the significance of cultivating numerous trans-cultural human values in business management. The writer suggests for science with values, management with morality and ethics, technology with a conscience.

C Seshadri (2005) highlighted the matter of teachers' training for value-based education and the need for developing teachers as agents of crucial societal change.

Murali D. (2011) opined that Indian education structure has lost its route by imparting significant volumes of haphazardly structured information, a sizable amount of which is either redundant or obsolete.

3. Research Objective:

The main objectives of the study include:

- 1) To analyze the holistic impact of value education on students' personality development, academics and character building.
- 2) To analyze the Socio-economic constraints and challenges affecting wider dissemination of value education programs in India.
- 3) To recommend suitable academic pedagogies, curriculum structure and educational strategies for promoting value oriented academic programs.

4. Imbibe Right Attitude

Students should imbibe creative and innovative thoughts and accept the right attitude towards the assigned job and practical oriented theme concepts, as these merits would enhance their scope to gain lucrative employment. Students would become dedicated individuals to put their hearts and soul into the work on the other hand. One simple stone becomes a great piece of art at the hands of skilled craftsmen. Educational institutions should implant and inculcate the practice of crafting creative and innovative thoughts in students'

minds which necessary for society, individuals, and for national development. They should provide a friendly ambiance that minimizes rigidities and conflicts. Williams (2000) laid great stress that teachers must serve as role models for their students. The position of teachers is not restricted only to teach the students but also offer them a caring and civil climate in the classrooms and school. For teaching the students should how to respect others. The surroundings of the school should be such that where admiration is practiced continuously.

5. Interaction

student in the due course of time not only display their talents and skills as young managers and in solving decision making, financial challenges, and innovative thoughts with imagination in promoting a service or product in the sensible employment approach, but interact with each other. Society-institute industry-institute, government-institute, and media- institute interactions are providing best ways to mingle one another and contributing views towards nation development.

6. Motivation

There is an old saying that one man can take a horse to water but twenty men cannot make him drink! An organization may offer the best machines, tools, and materials for work. But if the people are not motivated, the final creation is likely to be of inferior quality. On the contrary, if somebody is devoted to his work, then he may even overcome the boundaries of tools and other inputs required, to turn out class products. An organization is built on four pillars: information & communication, technology, and motivation. The lacuna in any of these factors can confirm detrimental to the pains of the organization. While the first three factors are effortlessly understood, motivation remains an obscure science to many people. Theories signifying human motivation are like different routes to reach a definite destination. What makes a person tick has not been agreeably explained, though the motivational theories and studies have attempted some rational explanation. Basically, a person desires to be treated as a human being with distinction. He desires the precise environment and ambiance to work out solutions to the problems of him.

Students should get motivated towards their actions in their educational career. Motivation is the stepping marble of character building. Self-motivation in any work makes the job ease and one can reach the targeted goals by overpowering impediments. Educational institutions must cultivate the exercise of conducting motivational classes to the students on the usual schedules.

7. Thumping Challenges

Students' attitude about their calibre to learn is shaped by experiences and messages at school, at home, and in society. Aspirations can be ingeniously communicated by parents, teachers, and school practices such as, tracking, capability grouping or set of courses that are not challenging. Students should obtain thumping challenges in the profession and work for the development and innovations of the nation. They should think globally and act locally because of the future and expectations of the country entrusted in their hands. They should be trained in facing challenges at least all fronts. Challenges posed from the external and internal environment can be confronted with excellent character and career development.

8. LSRW Skills

There are four fundamental skills – listening, speaking, reading, and writing. Efficient LSRW skills are vital for good communication. Generally, an interpreter has to give emphasis on speaking skills, whereas a translator's forte is writing skill. Spontaneous translation at international meets where different languages have identical status calls for excellent listening and speaking skills. Students should develop these skills at educational institutions and make use in real life as and whenever it is necessary.

9. Extra-Curricular Activities

Value education is narrated as 'Education of Becoming' by Seshadri (2005). According to him, value education is apprehensive with the development of the total personality of the person – emotional, intellectual, moral, social, aesthetic, and spiritual. It involves budding sensitivity to the ability to choose, good and the right values in accordance with the uppermost ideals of life and internalizing and realizing them in action and thought. According to a current study, students involved in extra-curricular activities are further likely to become good team players, and leaders while being outspoken. Co-curricular activities unquestionably help students to discover their latent talent. Most students are excellent at multi-tasking in an informal way, but find it daunting when they are really on employment. Without any hesitation, we can say that college days are filled with mesmerizing and exciting experiences. Classroom activities, without doubt, stimulate individual development and improvement.

Academic institute is surely the appropriate place to sharpen skills in innumerable activities, such as sports, debates, music, and dramatics. It doesn't matter what an individual chooses, it should be something he or she is obsessive and enthusiastic to shine. Learning to stick to activity is similarly significant. Dedicated to an organization extend invaluable lessons to learn. A perfect mingle of academics, extra-curricular activities, and social life should be measured by all students alike.

10. Hallmarks of a True Student

A man should be ready as a seeker of truth. The student should exercise the truths he has learned and use them for the benefits of humanity. Citizens may be involved in students' problems, but students should poke their nose in the citizens' politics. Students should seek to encourage the nation's security, well-being, and happiness. Unostentatiousness, lack of egoism, selflessness, and unconditional love should become the identity of a genuine student. A student's life should glow with light all around. Vidya means brightness and light. It is to make this enlightenment available to the world that students should follow education. Students should crave to enjoy the bliss derived from Vidya (education) and not the pleasures of Vishaya (materialistic objects). Students should aspire at being masters of their senses and not their servants.

Gardner (1993) made an attempt to contrast the culture of India and Western countries. He institutes out that Western culture lays stress on knowledge about the material world. At a similar time, Indian culture lays more emphasis on the knowledge about the social world as compared to the material world.

A man may be a Vedantin (philosopher). He may explore numerous things. He may develop unmarked theories. But he should, in fact, try to find out what he has gifted and accomplished as a human being. Without the cultivation of human values, all discoveries, inventions explorations, and speculations are of no use. Today the educational structure, not only in India but in all countries, has occupied the wrong turn. No single individual is responsible for this condition. Parents have failed to bring up their kids appropriately. The nation's leaders do not set them a remarkable example. Even teachers have failed in their jobs and responsibilities. When there are exemplary parents, commendable leaders, and ideal teachers, students would be ideal students. Students, who are self-sacrificing and innocent by nature, are forcefully entrusting politics, their gentle minds are getting filled with animosity, bitterness and their hearts are getting contaminated and polluted. Students in no situation should get into politics. After finishing studies, one can take up a job or begin up a business or may take to politics. In entering politics one must do so to serve the nation and endorse its welfare and integrity.

11. Present Crisis in Management Institutes

As per Shils (1974), the majority of the problems faced by Indian colleges & Universities are due to their incapability to generate intellectual work of their own. The teachers do not inherit scholarly habits from their

ancient counterparts. A plant cannot prosper if it is not associated with its roots. He laid attention on the cultural roots and to determine the hidden treasure of India's rich traditions and culture.

Value-based teaching and learning have previously been much debated and discussed the issue in the plethora of education in India. But more stress on value-based education is given at the primary and secondary level of school education, relatively in Management Institutes in India. But when the rapid development of globalization and civilizations is imposing a supplementary challenge to the academic structure of the nation, it is imperative that Value-based Education needs to be inculcated in the Management Institute. When political penetration in the academic periphery is at maximum level and unfavourable effect of media is increasingly perceived on the minds of the future generation, cut-throat competitions and consumerism have deformed the attitude of humanity. Now the time has come that we must implement Value-based Education in the management institute effectively. For the protection of management education structure as well as the mankind, we need to deal with more and more principal issues of the moral and social consequences of the unregulated performance in the management Education Institute. In this regard, the University Grant Commission also felt the increasing demand of introducing Value Education in management Institutes. UGC (2003) said that the necessity of the hour is to 'inculcate human values in the students of HEIs, like quest for adherence to truth, peace, and right to conduct, tolerance, non-violence, compassion, respect for the Motherland, love for all living beings, and the glory of its culture and tradition, customs in order to promote societal and accountable citizenship'.

12. Value Based Education: Challenges & Way Ahead

Some critics said that ultramodern life is based on technology and science and both are 'value' neutral. According to the values are obsolete religious principles and have no significance in the 21st century. Again, some modernists desire to propagate the value education at learning centres to safeguard the democratic position and its values. The modern secular value involves equality, honesty, democracy, respect to others, etc. Though, the struggle comes out even at the execution stage.

According to Bharadwaj (2005) without efficient value-education, the country will suffer a crisis of character. That would unfavourably affect society by degrading the excellence of life. The development and economy of a nation will stand to lose.

These challenges led us in the questionable zone of how value-based education would be implemented in higher education and management institutes, even if its' urgency is being felt. Nevertheless, irrespective of whether there is a process of value education, a teenager entity will be growing imbibed with some values and morality. None can nurture in a vacuum. Every individual has before him some constructive or some unconstructive values. It should keep in the mind that in this learning and crucial stages some creative constructive and productive values are not introduced, the learners will choose the damaging ones. And that is the reason why we countenance several crises these days.

Suggestions and Implementation of Value:

Values cannot be educated in seclusion but the academic institute can offer knowledge, experience and real time situations in which the academic community can judge and reflect about value and translated his indication and reflections in to lives of their students. Here we have few suggestions we want to propose after study and research.

- Standard subjects of the academic syllabus are the principal source of value education. No matter what subjects we teach, there is a set of values, which is concealed in methodology and structure. The faculty will have to uncover it and consequently convey directions.

- Co-curricular activities are also significant source for the development of values in college students with its diverse programs, which are not only crammed with instruction and education, but also provide young blood with opportunities for self-fulfillment and self-expression.
- Formation of strategies for extensive awareness sensitization/generation program on value-based education.
- Developing Strategies of integrating value-based education issues, transactional and mythologies approaches to the training program for faculty and academic educators.
- Creation of decentralized management structure with linkages and networking for implementing the curriculum and program on value education at the district, state and grass-root levels and its monitoring.
- Developing separate curriculum for value-based education for imparting proper knowledge. Effective Documentation and distribution of strategies for fostering worldwide human values.
- Implementation of strategies for effective material creation pertinent to the academic system and faculty education system using print as well as multimedia.
- To cultivate a minimum benchmark in the education of human values and development of a structure of value-education.
- Formation of value education website for networking and broadcasting.
- Effective use of IT like the internet, social media in sharing and circulation of value education issues. Media activities with precise focus on multimedia packages on value education would be penetrating for imparting value-based education.
- The environment is the resource of value education. Our great Indian ideals like Gandhi, Vivekananda and Sri Aurobindo laid stress on the establishment of a conducive environment for the development of the personality of the students. The hard work of the teachers, personal examples, the ideals of the teachers and the parents facilitate the students to obtain exact values in life.

13. Conclusion

If our major motto in this 21st Century is to become a superpower, and continue with that, then without nurturing Value-based Education to each individual that would remain as a distant possibility. Equality and love for fraternity can only help to manage pessimistic externalities; which we frequently discuss in the literature of Economics. In an era of materialistic consumerism and selfish preferences, we immediately necessitate an altruist shift towards every economic agent to protect this earth from its forthcoming danger. The duty of the educational institutions is inexorable in imparting value-based education at large to nurture superior human capital. Consequently, Value-based Education in B-Schools should be specified as adequate importance in reformation of the existing education structure and policies. Then only we can envisage for an enhanced today and tomorrow in this already endangered crises accentuating world.

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