

# **Value based Education in Current Scenario**

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## **Abstract**

Values are determinants of human behavior. They play a vital role in the lives of every individual. They endure and facilitate standards that guide the conduct of human beings. It is the challenging one in the 21st century. Values in education are like what virtues make of a human being. Value education harmonizes the need for the student to achieve in a competitive world and the need to be compassion to his fellow beings. While society today faces many pressures and pulls of modern day advancement education with its competitive marking system is creating a market oriented society. Children are being groomed to be professionals to capture the top salary jobs in the market. All the same while it is necessary to teach the child to fish instead of giving him a fish it is values that make a man. Value shapes our relationships, our behaviors, our choices, and our sense of who we are. The more positive our values, the most positive our actions. This is one of the reasons why value education is being taught or included in all type of education, because it plays a great role for student's becoming successful in their own choice of careers. The present paper is an attempt to state the importance of value education in the present education system so that the future generations will nourish high ideals and values to contribute in the development of the society and the role of a teacher in imparting values.

***Key words: Value Education, Role of Teacher, Present Education System***

## **Introduction**

Values in education are like what virtues make of a human being. Value education harmonizes the need for the student to achieve in a competitive world and the need to be compassion to his fellow beings. While society today faces many pressures and pulls of modern day advancement education with its competitive marking system is creating a market oriented society. Children are being groomed to be professionals to capture the top salary jobs in the market. All the same while it is necessary to teach the child to fish instead of giving him a fish it is values that make a man.

The definition of value education is educating the child to harmonize every aspect of his being viz. spiritual, physical, emotional, intellectual and psychological so as to develop his personality in a holistic manner.

### **Categories of Values**

Value may be classified as follows:

1. Personal values: Hygiene, personal cleanliness, dignity of labour, sincerity, health punctuality, regularity, self-worth, and cooperation, free from dogma and superstitious, open-mindedness, positive scientific attitude, search for perfection, self- respect and self- reliance.
2. Intellectual values: Freedom of thought, knowledge, mental evolution, convergent and divergent thinking, critical observation, inquiry and investigation, critical observation, imaginative and creative thinking and systematic reasoning
3. Spiritual and environmental values: Inclusiveness, pluralism, self-realization, conformity with natural law, and harmony with religious doctrines.
4. Moral values: Self-control, devotion to duty, patriotism, nation, love for family society, honesty and sincerity.
5. Social values: Respect for all religions, cooperation, tolerance, environmental protection and preservation, good manners and etiquettes, Art and Culture, social justice love for family,

### **Meaning of Value based education**

In simple term value based Education part of the Education which imparts certain essential moral, an ethical, cultural, social, spiritual value in child necessary for their all round development and prepares them as a complete man. It built the character and is necessary for development of personality of a individual. It includes physical health, mental health, etiquettes and social behavior, civic rights and duties etc. Every one of us is well aware about importance of these values in life of an individual yet we are unable to develop it in our children resulting in a number of behavioral and developmental problem.

Education is the medium of awareness, success and self-preservation. Education gives a stage to succeed and the knowledge of character, self-respect, social conduct and strength. The utmost gift that education gives is knowledge of set of values and genuine science. The values comprise the simple difference between wrong and right, the significance of self-respect and hard work. Education is constant learning experience from followers and their leaders, success as well as failures, people and then grooming up as we wanted to become in life. Value education is considered as means which provides a purpose in life at the same time of providing professional knowledge. This is the high time to reconstitute education on the basis of values, since today's education system moulds individual and technocrats but not good citizens. An individual think for himself, while citizen thinks about society. Academicians and seniors should articulate the necessity to understand the need for students, purpose of education and values in human life respectively.

Education based on values is development of an individual in three folds irrespective of their gender and age. It endeavors in developing three aspects which are character, physique and mentality as well. Even though mentality as well as physique is significant, yet becomes a threat without character. Learning is a creative way of inculcating emotional, psychological, moral, physical, aesthetic, intellectual and spiritual dimensions of the developing student. Value Based Education gives opportunity for students to know the purpose of life during connections to spiritual and moral values like peace and compassion for community and environment. In addition to that it helps to increase zealous of learning and fundamental respect of life. It can be possible by the way of set academic courses which compress world to instructional packages, by direct engagement of student with environment. Education helps to develop the skills to meet the challenges and ability to value freedom; it must expand the ability to recognize and accept those

values which survive in the diversity of gender, individuals, and cultures and develop the ability to co-operate, share and communicate with others; it may also develop the capability of non-violent conflict resolution and encourage the development of inner peace of mind of students therefore they can establish determinedly the qualities of sharing, compassion, tolerance and caring; it should develop in citizens the capacity to make informal choices; it be obliged to teach citizens to respect the cultural heritage, adopt methods of production, consumption and protect the environment which leads to sustainable development with harmony between individuals and collective values and between instant basic needs and even long-term benefit. And finally it helps to cultivate feelings of equity and solidarity at higher levels.

### **Need for value based education**

In country like India, where cultural multiplicity is an inherent feature, there is a need to develop and promote a powerful value oriented educational system as it helps in sustaining the culture and society because the diversity and universality may compete but both survive together as democracy as value, on one side, enriches universality but on other side honours the values of differences also. To dwell deep on this aspect of value education, the growth of its concept should be traced right from the ancient world, by the work of Aristotle and Confucius, in continuation to the medieval world, by the contributions of Thomas Aquinas, Thomas More and Abu al-Ghazali, and its fine proliferation in the modern world by the pioneer work of Kohlberg, Dewey and Peters (Lovat, 2011). The visionary approach to adopt value education must be perceived in some global context with roots in a need based cultural scenario (Majmudar, 1998). Education is imperative for the development of personality ranging from body to soul with mind in between as a meaningful entity that is education aims at the development of whole individuality of a person rather than some preferred domains like cognitive (Tirri, 2011) but as a supportive measure, value education focuses and strengthens the heartedly involvement of individual as a stakeholder in the process. Education improves living but value education boosts life in some meaningful ways. The individual may turn into a professional after undergoing educational enrichments but the same person may emerge as a noble human being if underwent exposure to value education. Studies have shown that value education has emerged as an approach to facilitate holistic learning among students with focus on their complete developmental measures in any kind of school set up ( Campbell et al, 2004; Benninga et al,

2006; Nucci & Narvaez, 2008; Lovat & Toomey, 2009; Lovat et al, 2010; Lovat et al, 2011). Sharing of information, through some reliable means of communication, upon practice leads to knowledge construction and it may ensure brain gain that is academicians, technically skilled professionals and researchers, scientists etc. get attracted due to the recognition, financial and promotional aspects related to their career in a society. Such tendencies, if practiced effectively by the people may lay foundations for a global society where people from diverse cultural, social and religious background co-exist by sharing, working and learning in togetherness as spirit. Ideally, for a global society to grow further and develop values like aesthetic, spiritual, moral and social must be inculcated among citizens as an imperative measure. Aesthetic values are concerned with arts, music, dance, drama, painting etc. Spiritual values consider soul as opposed to the matter. Moral and social values are related to ethics and society respectively. In today's professional world, for a global society to flourish, the desired values are charity, compassion, human rights, self-control, fraternity and democracy (Dhokalia, 1999). Now a days, educational institutions are taking dynamic measures to inculcate and promote the values among their students as curriculum planners have felt the need to integrate value oriented content with the conventional course and syllabi (Bhardwaj, 2005) and such strategically attempts have yielded positive results also (Singh, 2011) like the provisions of proper environment in classrooms and schools benefitted the students in improving academically and hence in developing a value rich social personality (Noddings, 1992; Tirri & Husu, 2006). So, schools as micro cosmos of physical world should strive for creating a fearless atmosphere where students may feel free to assert themselves for the betterment of others through proper communication.

### **Changing Scenario in Management Education in India**

“You can teach all sorts of things that improve the practice of management with people who are managers. What you cannot do is teach management to somebody who is not a manager, the way you cannot teach surgery to somebody who's not a surgeon.” — Henry Mintzberg

It is a well-admitted fact the Indian management education is struggling very hard to survive with the rapid changing global scenario. It is at the crossroads where it needs direction and vision immediately. Hence, as a management educator and guru, it is my responsibility to highlight the challenges in the Indian management education to make it relevant with the

changing times and technologies. There is a lukewarm response to management education in India.

### **Challenges in Indian Management Education**

The management education in India emphasizes mostly on theory, not on practical education. When you look at engineering education, there are laboratories to experiment and verify the theoretical aspects. However, the same is not possible in the management education. Hence, the management educators emphasize on case study driven education to ensure takeaways to the students. They are supposed to create case studies as per the profile of students to share their knowledge. It is also essential for students to have some industry experience to enable them to relate what is taught in the classroom. Unfortunately, students in India pursue from KG to PG without any break. Hence, they don't have any industry exposure and find it tough to digest the management education in the classroom.

Most of the management education across the globe is case study driven and the management educators are a blend of industry, teaching, training, research and consultancy experience. They are able to leverage their experience and share their knowledge with students who already have some years of industry experience. Such management education helps ensure effective takeaways in the students. The students will be able to relate the theoretical aspects with their practical knowledge. When such students hit the industry, they will be able to leverage their management education in the corporate world. They will be able to customize their knowledge as per their verticals, sectors and industry. On the other hand, when you look at management education in India, it is mostly faculty-centric, not student-centric. It is not customized as per the aspirations of the students. It doesn't cater to students as per the industry expectations resulting in a huge gap between industry and academia.

### **Tools and Techniques to Ensure Quality Management Education**

The industry has certain expectations and the educational institutions are unable to match as there is no effective industry-academic interface. Here are some tools and techniques to adopt to ensure quality management education to students.

- Make management education student-centric, not faculty-centric.

- Interact with industry to find out the pulse and craft management curriculum accordingly.
- Impart practical education to students. Encourage them to interact with industry regularly to get adjusted and mould as per the industry expectations.
- Ensure that aspiring management students have minimum industry experience to enable them to understand and acquire knowledge in the classroom.
- Make sure that the faculty has the diversified experience including industry, teaching, training, research, and consultancy.
- Provide team teaching in the classroom where two educators teach to students – one from industry; and another from teaching. It helps students connect theory with practice quickly.
- Encourage innovation and creativity in education. Avoid memory based management education to students.
- Avoid outdated courses and streams. Introduce courses which will be in great demand in future. It helps students ensure employability and employment apart from enlightenment.

## **Conclusion**

What worked in the past will not work in the future. Hence, create new courses and customize them as per the aspirations of students and expectations of industry. If the Indian management education has to survive, it is essential address the challenges and reinvent with the rapid changing times and technologies. It must be in tune with dynamic global business environment. To summarize, the industry must come forward to support management education. The government must fund to encourage research in faculty. There must be support from all stakeholders including industry, educators, students, educational institutions, government and thought leaders to streamline Indian management education.

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