



A Study of Value Orientated Pedagogy in Management Education for Ethical Business Practices

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Abstract

Management Education strives at a comprehensive development of the individual's personality, hence, the enormous emphasis placed on Knowledge, Skills, Values, Enterprise, Empowerment and other such traits to be imparted in the individual. In the era of intense conflict between Civilization Vs. Culture, Modernity Vs. Tradition and Technology Vs. Humanity, there is a need to understand the basic tenets of personality as reflected in the context of Globalization. Personality development needs to be understood as a qualitative and quantitative dimension, rather than a subjective and relative concept. This paper attempts to draw teachings from Indian traditional values and heritage in the development of a comprehensive personality. The Eight dimensions (8 is a number which symbolizes Reflection, Infinity and Growth, apart from its numerous traditional interpretations) of an integrated personality as defined by Indian values are, Health, Humanity, Happiness, Harmony, Hygiene, Honor, Humility and Honesty. The paper attempts to explore the possibilities of integrating the concept into management education through informal means of experiential learning, as it can only be practiced and realized, rather than through formal conventional methods of teaching and learning. A Study of Value Orientated Pedagogy in Management Education for Ethical Business Practices.

Keywords: Management Education, Convergence of Values & Business, Value orientation, ethical business, 7H Model, Indian values.

Introduction

'Education is the manifestation of the perfection already exists in Man' – Swami Vivekananda¹. This is derived from the ancient Indian wisdom inferring that, Man is a 'Purna tattva - the complete being, however, Maya/illusion conceals this realization, hence, the need for Education.

Swami Vivekananda defined the vision of Education as, 'Man making and Nation building, however, we are a part of an education system that seem to be a highly generalized system of instruction rather than a specified and purposeful learning.

In an Era termed as the 'Age of Conflict of Civilizations', the need to review the purpose and perspectives of learning becomes inevitable. Hence the question to be addressed is, if learning is defined as an Experience that transforms behavior, 'What are the traits/features that form the foundation of a Positive individual behavior and Purposeful social action?'

According to Swami Chinmayananda, 'Civilization is the nature External to man and Culture is the nature Internal to Man and education is means of attaining a balanced evolution².' The feature of modern Education system is Acquisitive than Inquisitive, External projection than internal realization and above all driven to create Knowledge workers than Enlightened

Humans. Thus, the orientation clearly being on influencing the civilization, rather than culture. This has created a lag between the content and context of Education systems as reflected in the emergence of an exclusive and elite structure in India. As Management education deals with the development of a personal identity in relation to the State and Society, there is a need to integrate traditional Values into the Professional Ethics, as being advocated by the modern education system. Thus, Education should aim at the development of a harmonious blend of Skills, Knowledge and Value based Attitude that is Contextual, both in terms of Cognition and Culture.

Hence, the paper attempts to define 'Man Making / Personality Development' by drawing from the traditional wisdom of India and presenting a comparative assessment with the modern system and suggesting means to integrate Personal values into Professional ethics in the development of a person into personality³.

In spite of the intense debate and infinite research on the curriculum, methodology and expected outcome of management education, the core issue of understanding the Expectations, Experiences and Environment of the 'Student' remain largely unaddressed. In an era of extensive dynamism, it is necessary to formulate a foundation upon which all learning becomes applicable and relevant. The convergence of culture, technology

and socio economic freedom calls for a harmonious development of personality as reflected in employability, self or other, on the path of economic independence and social identity.

An attempt is made to compare the orientation of modern management education system with the values reflected in the Indian education heritage.

Present System of Management Education: Management Education today has come to be recognized as the great equalizer and the most important instrument of globalization of culture. In a Nation, as diverse and conservative as India, this offers new challenges both at the individual and social level. The present system and orientation of management education is focused towards the development of a Personality based on the following dimensions namely, Information, Communication, Ambition, Self righteous Attitude, Technical competence, Logical/binary thinking, Status-Power-Position and the idea of Individualistic success.

The paper attempts to analysis the gap between the actual and desired outcome of present management education orientation as shown in Table-1.

Table-1
Actual and Desired Orientation of Learning

Dimensions of Learning	Present Orientation	Desired Orientation
Information	Unlimited, and Undesired	Knowledge
Communication	Spoken and Written	Listening and Understanding
Ambition	What I want to be?	What I want do?
Technology	Slaves of Technology	Users of Technology
Thinking	Logical and Binary	Contextual and Creative
Power	Exploitative	Utilitarian
Position	Snobbery	Responsive
Success	Networking	Performance
Attitude	Elitism	Empathy

The orientation of learning should be in consonance with the objectives to be integrated in the socio-economic context of India. This calls for the integration of global content in the personal and collective value system; hence, there is a need to adopt the dimensions of Indian heritage and focus of learning as defined by the 'Panchaa Kosha' namely *Annamaya*, *Pranamaya*, *Mannonmaya*, *Vijnanamaya* and *Anandmaya*, as a means of individual evolution⁴. Education in India strived to define the layers of personality and a systematic approach towards their development. The Table-2 exhibits the meaning of

Pancha Kosha and its perceived sphere of influence on individuals.

Table-2
Five Spirals of Identity⁵

Sr. No.	Panchaa Kosha	Meaning
1	<i>Annamaya</i>	Physical
2	<i>Pranamaya</i>	Vitality (sensory)
3	<i>Manonmaya</i>	Emotional
4	<i>Vijnanamaya</i>	Intellectual
5	<i>Anandmaya</i>	Bliss

The *Panchaa Kosha* concept of personality development can be interpreted in the modern context in a more objective and measurable manner through the 7H principle as explained below.

Research Methodology

A descriptive research was conducted to study the perception towards value oriented pedagogy in management education. The study involved three dimensions namely the perception towards values in management education, the attitude towards the specific values and perspectives in pedagogical approach of teachers'.

Population of study: Faculty of management at PG level.

Study area: MBA colleges in North Karnataka including university department.

Sample size: 50

Sampling Method: Non probability convenient sampling method was used to collect the data.

Data Collection: The questionnaire is used as data collection instrument. The questionnaire was prepared using Google Forms and responses were collected online by sharing Form on emails of the faculty members if PG colleges in North Karnataka.

Data Analysis: Tabulation and graphical method were used for data presentation. Mean and std. deviation were used for analysis of data. Ranking of mean score is a measure of importance associated with each variable.

Conceptual Framework of 7H model: 7H – Dimensions for Holistic Development: The process of integrating measures for holistic development may be adopted in the modern context with the following seven dimensions as explained. These dimensions eventually reflect the attitude skills and knowledge required for the development of a balanced human being as depicted in Figure-1.



Source: Field Survey

Figure-1

7H – Dimensions for Holistic Development

The meaning and content of the 7H dimensions have been derived by interpreting the thoughts on learning as given in the texts, *subhashita* and prayer.

Health and Hygiene: Health is the source of all constructive and creative thoughts, deeds and speech.

Well being is not the absence of illness and being healthy is to be positive, purposeful and proud. The health of an average youth is but mediocre, measured in terms of psycho and physio-motor abilities. The ability and agility at performing physical and psychological activities are extremely limited as seen in the limited exposure to sports, especially at the managerial education. Sports builds, reveals and spreads character and the aptitude to learn from defeats. Ill health has become the primary excuse for underperformance. If the axiom, first impression is the lasting impression holds true, Health and fitness is the key to Personal confidence. It allows the individual to perceive and be perceived by the world as an icon of independence.

Civilization is measured on the basis of our treatment of waste: The personal hygiene as reflected in habits and compulsive behavior of individuals is the gateway to associations and relationships. Every wall, vehicle, street and structure is a testimony to our sense of unhygienic practices and criminal negligence.

Annamaya Kosha is the core of personality indicating health and hygiene of the individual.

Honor: ‘The tragedy of modern times is that, very few men of Success are men of Honor’⁶.

Respect for Self, Others and the Environment as reflected in the thought, words and deed is the channel of learning. ‘Shi-Kshan’ means, ‘Righteous Moment’, the joy of introspection, interaction and integration with the environment makes learning a continuous process. The abuse of language, symbols, rituals, nature and people, clearly indicate the loss of purpose and progress in these times of revolutionary growth. When the news and media reports become a source of shame, we are living in times of dishonor.

Pranamaya Kosha is a sensory awareness and vitality as reflected in honor exhibited towards self and others.

Harmony: ‘Balance is the Sixth sense’ – Scott McCredie: Integrity between thoughts, words and deeds are the greatest measure of understanding and wisdom. It reflects an integrated personality with clarity of purpose and priorities. The absence of internal harmony reflects as conflict between personal and professional life.

Work life balance is attaining immense importance in modern management practice with the introduction of technology enabled Work from home and Work from anywhere concept. The students’ ability to differentiate arises from a strong sense of prioritization and judgment. The value clarification and expectations management enables the maintenance and management of perfect harmony between the various roles of the individual in personal and professional life.

Manonmaya Kosha is the emotional quotient giving rise to an ability to be balanced in personal and professional pursuits.

Honesty: ‘Life’s worth is measured by our ability answer the Conscience’⁷. Education is ‘the understanding between the known and the unknown’. The realization of knowing what I do not know is the beginning of wisdom. As we live in an information era, it appears to be very easy to know the ‘theory of everything’. Intellectual honesty is the foundation of integrity, which seems to be under threat due to the sweeping generalizations and know-it-all attitude leading to bias and massive prejudices. The honesty to accept and acknowledge the unknown is circulating half truths, myths and controversies. The two most influential phenomena such as ‘information explosion’ and language as knowledge’ is reflected in the attitude, Ignorance is ignominy. The students need to know that ‘the ability and willingness to learn’ is perhaps more important than the ‘learning’ itself.

Vijnanamaya Kosha or knowledge results in wisdom to differentiate between the known and the unknown.

Humility: ‘An attitude of Gratitude is the highest Yoga’ – Patanjali: ‘Vidya dadhathi Vinayam’ is the timeless principle and foundation of education. But, when MBA gets to be defined as, ‘Mediocre, But Arrogant’, there is a fundamental flaw in the content, methodology or purpose of learning. In a nation known for academic disparity and non accessibility, education is the modern caste system imposing social and psychological stratification. The commercialization of culture and commoditization of knowledge has led to the quantification of qualities and thus marketable. ‘Vidya-Arthi’ translates as, ‘the seeker of knowledge’ and seeking ceases to be, when the attitude is that of a transaction and not reception.

Vijnanamaya Kosha is an intellectual quotient giving rise to a sense of humility and sincerity of efforts.

Happiness: ‘It is not who or what you are that makes one happy, but what one thinks!’⁸.

‘The ability to experience the present with a positive outlook towards the future’ is the most crucial component of learning. The Social, Spiritual and the philosophical schools of thought

have reiterated the simplicity of being, as the cause of evolution. Human thoughts communicate faster than words or visuals and therefore, essential in the spread of understanding.

The perception of God as a Savior, Judge or the Creator (within or without), meet at ‘Satyam Sivam Sundaram’, meaning ‘The Consciousness of Truth is Bliss’. The irrational anxiety about future and the debilitating pre occupation with the Past is a hurdle in experiencing the present. The marketing of fear is the driving force of consumerism.

Anandamaya Kosha indicates the sense of happiness which makes an individual complete and contented.

Humanity: Tat Tvam Asi - To be Human is to realize the Divinity within – Adi Shankara: As a part of the larger divine truth, we are inextricably linked to all that is part of Nature. Hence, as the ‘thinking species’, our identity is defined by the symbiotic relationship woven into the order of nature. It becomes pertinent to ‘see heaven in a wild flower, infinity in a grain of sand, compassion in a companion and divinity in a fellow being’.

When technology seems to have overpowered humanity, the need is to reflect and look within to review the end of it all. Man has evolved from a physical, social, material and presently to a technological being. As all evolution is conscious, it requires deliberate efforts to help him realize the original identity of being human. And to be human is to be empathetic to the environment which includes all living and non living beings and treating them with sensitivity and sensibility⁹.

Anandamaya Kosha is a sphere of being happy with the realization of being one with the creation.

The integration of these dimensions in the concept of ‘Pancha kosha’ enables a larger understanding of a clear and holistic learning.

The Figure-2 depicts the integration of Pancha Kosha with the 7H dimensions of holistic learning experience.

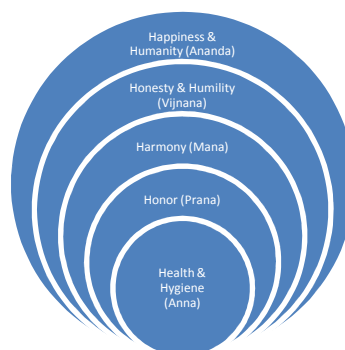


Figure-2
7H and ‘Pancha Kosha’

The Experience of Learning: As learning is intended to influence behavior, the methodology of teaching to be experiential and designed to demonstrate tangible results¹⁰. Some of the pedagogical tools may be listed as in the Table-3.

These are designed to be integrated into the regular curriculum and class room schedule and would add value to the existing system of learning.

Identifying a role model from the corporate, social and other sector and seeking his/her association for personal and professional development. The student shall identify and advocate the values reflected in his/her role model's personality. The student shall adopt those values and practice it to be accountable and responsible for his/her individual, social and academic Performance.

Results and Discussion

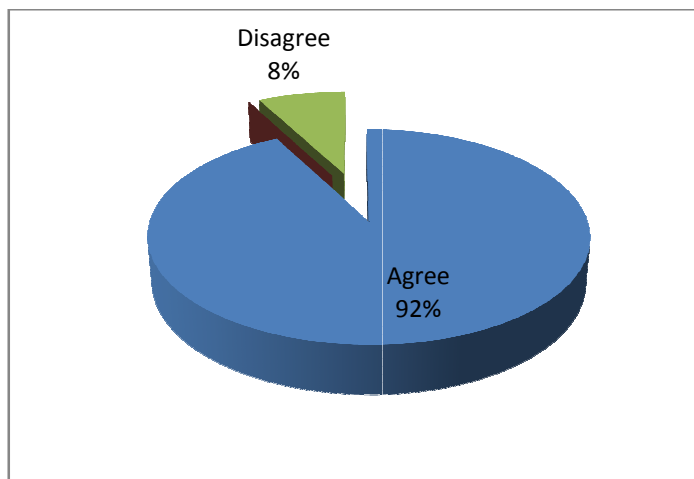
Data Analysis and Major Findings: As indicated in the Table-4, Pride about nation form the core of values to be imparted with absolutely zero deviation on that which is followed by family, self respect, & ability to accept failure. Respondents consider absence of illness, physique and personal habits as least important areas of focus among the listed values & perception. This is a clear contradiction of the present focus of education as self centric and achievement orientation.

The Table-5 indicates the importance associated with learning pedagogy with specific reference to the activities. Sports, duty based behavior as expression of gratitude; social internship and

Yoga were rated most important by the respondents whereas empathy, charity events were considered as least important.

Perception towards values in Management Education: The following analysis shows perception towards values in management education with reference to the specific dimensions.

The Figure-3 shows that the respondents were almost unanimously accepted the need for values to be a part of formal management education.



Source: Field Survey

Figure-3

Values should be part of the formal Management education system

Table- 3
 Experiential Learning

Sr. No.	7H Dimension	Activities	Methodology
1	Health & Hygiene	Sports, Shramadaan	Voluntary action for social work to be undertaken by the students
2	Honor	Yoga and Meditation	To be a part of the daily/ weekly schedule
3	Harmony	Identify & advocate a core value	Identify the personal stake holder dimension and establish connectivity
4	Honesty	Learning from failures, Student Parliament	Defend a friend, debate on issues and design code of conduct.
5	Humility	Thanks giving – parents, teachers and others	Parent's day, Teacher's day. Expressing gratitude/appreciation
6	Humanity	Charity Events of the college, Social Internship	Work with NGOs, pledge donate objects/organs etc.
7	Happiness	Celebrating India Week	Celebrating festivities/ birthdays/ national days and global events.

Source: Field Survey

Table-4

Perception about Importance of Values				
Sr. No.	Values	Mean	Std. Dev	Rank
1	Pride about Nation	5	0	1
2	Pride about family	4.778	0.647	2
3	Self Respect	4.765	0.562	3
4	Ability to accept failure	4.727	0.647	4
5	Ability to deal with difficult situations	4.647	0.606	5
6	Respect for rules	4.647	0.702	6
7	Willingness to learn	4.636	0.647	7
8	Positive mental attitude	4.611	0.608	8
9	Willingness to share	4.6	0.699	9
10	Ability to appreciate	4.389	0.698	10
11	Ability to manage stress	4.278	0.895	11
12	Work life balance	4.222	0.647	12
13	Sensitivity towards professional requirements	4.176	0.809	13
14	Awareness of waste management	4.167	0.924	14
15	Sensitivity towards Environment	4.111	0.907	15
16	Personal Integrity (Word & Action)	4.091	0.701	16
17	Ability to take physical stress	3.941	1.088	17
18	Ability to prioritize	3.833	0.985	18
19	Sensitivity towards others	3.737	1.098	19
20	Personal habits	3.611	1.195	20
21	Well toned physique	3.389	1.243	21
22	Absence of Illness	3.313	1.195	22

Source: Field Survey

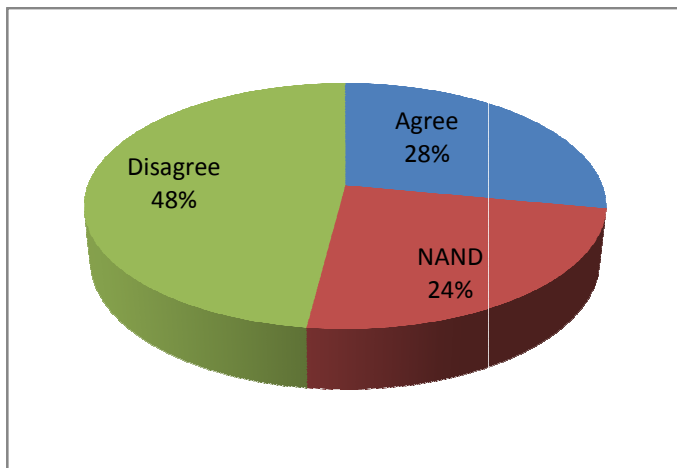
Table-5

Perception about Importance of Learning Pedagogy

Sr. No.	Activities	Mean	Std. Dev	Rank
1	Sports	4.652	0.647	1
2	Thanks giving – parents, teachers and others	4.32	0.89	2
3	Social Internship	4.211	0.855	3
4	Yoga and Meditation	4.208	1.201	4
5	Debates	4.16	0.8	5
6	Role plays on Role Model	4.103	0.9	6
7	Propagate value through any activity	4.038	0.958	7
8	Shramadaan (Voluntary action for social work to be undertaken by the students)	3.92	1.077	8
9	Celebrating India Week – festivals, national days etc	3.885	1.071	9
10	Charity Events of the college	3.88	1.236	10
11	Defending a friend	3.52	1.085	11

Source: Field Survey

More than 50% of the respondents were unclear as to whether teachers' are able to demonstrate and impart values to students as showed in Figure-4.

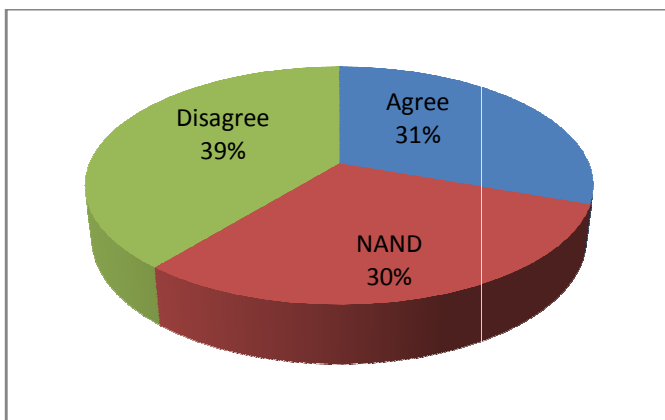


Source: Field Survey

Figure-4

Teachers are unable to demonstrate the importance of values to students

The Figure-5 below shows complete confusion about the possibility of values being imparted at P.G. level.



Source: Field Survey

Figure-5

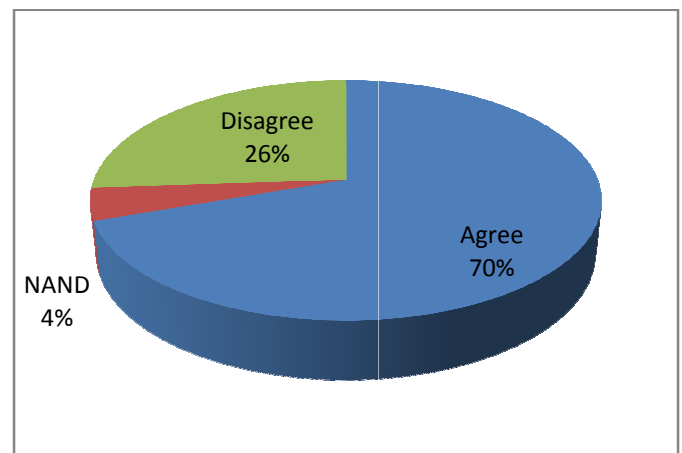
Values cannot be taught at the PG level

The Figure-6 shows that the majority of the respondents believe that values are not sole responsibility of education system.

Conclusion

Education is a continuous journey of evolution; hence a review of the existing system highlights the gaps. Management education has a primary responsibility in developing individuals with a complete understanding of their role and responsibility towards personal, professional and social development. A holistic approach towards personality development is the

beginning of enlightenment through education. The study throws light on few of the contradictions in the present education system where a majority believes that values should be part of formal education system but it is not the sole responsibility of the system. This indicates the growing prominence of technology and the decline in the human element in the process of learning. Nationalism forms the core of values becomes pertinent in the light of conflict of ideologies and violence in campus today. It would be right to note that the national pride has been the spirit behind the development of countries across the world. Sports as an activity to foster team work and joy in execution rather than end result should be an important dimension of learning. Gratitude understood as responsibilities driven rather than rights based living is the need of the day.



Source: Field Survey

Figure-6

Teaching values is not the sole responsibility of the education system

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