

## Value Crisis Among Our Youth in Emerging Society and Value Oriented Education.



### Education

**KEYWORDS :** Value Crisis, youth unrest, value oriented education.

**Mrs. Noni Rajkhowa**

Associate Professor, Department of Education, Jhanji H.N.S.College, Sivasagar, Assam-785683

### ABSTRACT

*This study mainly highlights the causes of value-crisis among our youths and attempts have been made to make education value-oriented. The concerted effort of all formal and non formal agencies of education is needed very much in this emerging aspect.*

### Introduction

Today, the set-up of our society is likely to become more complex. During the present decades, speedy erosion of moral, social and spiritual values has been creating hurdles in the path of progress of the nation. It has also become a serious threat to the society. In the changed social set-up the definition of good morals has been questioned. Today, newspapers, magazines and other news media are flooded with reports of crime, murder, agitation, violence immorality, rape, corruption, bribery, self centered egoism, youth unrest, eve-teasing, communal violence, cyber crime, etc. Everyone reads such occurrences which have adversely affected the development of knowledge, creative attitude, positive thinking, literature, culture and formation of well-balanced personality of the future generation.

### Objectives of the this paper

This paper is an attempt by the author to present and overview regarding the following objectives.

- To study the causes of value crisis among the youth in the different perspectives;
- To analyse the importance or need of value oriented education and to provide some measures to make education value oriented to solve the value crisis among the youth.

### Methodology

The study is mainly analytical in nature. The secondary information have been collected from various government publications, reports, monographs, books, journals and newspaper etc. Further internet source and websites are also consulted for purpose.

### Causes of value -crisis

In our society we generally observed that there is a lake of respect towards our culture, religion, moral and social values among the youths. Due to the rapid growth of scientific and technological development the relation between teacher-students and parents-children is deteriorating. The growth of nuclear family in the society sometimes has influenced in creating problems among youths. Lake of proper value orientation of educational system is responsible for value-crisis in Indian society today for the following reasons:

- The present Indian educational system is reflecting more or less borrowed ideologies and philosophies and national values are being relegated to the background.
- Teachers have failed in their responsibilities. The teacher educators are not being clearly oriented to the national values, ideas and ideologies.
- Our school and colleges have become examination centre not value-centre. Parents have failed to bring up their children properly.
- Our national leaders too have not set a good example.
- It is observed that the news paper and electronic media frequently focus some of the occurrences which may adversely affected the mind of younger generation.

### Value Oriented Education-Need of the hour

Our country is facing tremendous values crisis today and so many unsatisfactory occurrences have arisen due to crisis of

value and character. Now the question arises : what is the remedy of all these ills ?

There is a great need to equip the present education, being imparted to children, with values of life in order to make them good human beings. Values bring quality and meaning to life and give a person his identity and character. Garnett, (1975), defines value as 'certain behaviour or ways of life regarded as more desirable than others'. The most valuable human possessions are health, harmony, happiness, wisdom and above all character reflecting ethical and human values. When these values are manifested in one's thoughts, speech and actions, he could be called an enlightened person. As we think sincerely and consciously we become more value conscious. Our actions and behavior reflect our ideas and feelings. It is to be injected into the minds of the students through the education system that "we do not work for name, fame, money, power and status, but for greater growth for cultivating values, for building up strong character and for wisdom so that our intrinsic value enhances". The main function of education is to development of an all round and well balanced personality of students. The prominent Indian educational thinker Swami Vivekananda observed, "Education is not the amount of information that is put in your brain and runt riots there, we want that education by which character is formed, strength of mind is increased, the intellect is expanded by which one can stand on one's own feet".

Hence after Independence, continual attempts have been made for inculcation of right values in the students of at different stages of education. The University Education commission, 1948 considered both philosophical as well as practical aspects of values and made

certain valuable proposal for reforms in this respect. The Kothari commission (1964-66) has observed, 'The expanding knowledge and the growing power which it places at the disposal of modern society must therefore, be combined with the strengthening and deepening of the sense of social responsibility and keener appreciation of moral and spiritual values. The New Education Policy (1986) and Ramamurti Committee (1990) also stressed, "Education must further provide a climate for the nurture of values both as a personalized set of values forming one's character and including necessarily social, cultural and national values, so as to have a context and meaning for actions and decisions and in order to enable the person to act. With conviction and commitment".

### Measures for making education value Oriented

Education cannot be made value oriented simply value education as a subject of study or through lectures in the classrooms. The elements of education like teacher, students, parents and management should work cooperatively to inculcate values among students.

In this regard we may suggest following ways to make education value oriented. To inculcate the desirable social, spiritual and moral values and to establish peace and harmony in the society and global peace at large, it is very essential that the value orientation is started at home itself. Family is said to be the eternal school of life. For right conduct of the children of the family

exemplary behavior of the parents and other members of the family is very essential. The parents should themselves become role model for the children. Moreover congenial and conducive atmosphere of the family goes a long way in fostering right values in children at large.

- Teachers are not only be torch bearers of knowledge but also the protectors and preservers of values. Values can be inculcated setting examples. Teachers have to lead a virtuous life, socially desirable and acceptable one.
- It is the duty of a student to work hard to maintain the quality of education.
- Students should encourage to make queries, speak boldly and respond to the questions clearly.
- Create consciousness about own self and society. Each and every youth should be made conscious about anti social activities and taught to develop moral courage to fight against them.

### Strategies of educational Institution

Our educational Institution could take following strategies to make education value oriented which may help our new generation to keep aside from unrest problems and will help to lead a successful life.

A number of school programmes i.e. making participation in morning assembly compulsory, welfare activities in the school, participation in educational projects, value-oriented classroom teaching in different subject, Holistic approach to personality development socially useful productive work, cultural and recreational activities, self government in schools. N.C.C./N.S.S and girls Guiding activities, physical education programmes, community prayer, health and. Cleanliness programmes and programmes for the spread of literacy, for public safety, sanitation, improving civic sense. etc. should be organised with care, enthusiasm and imagination so that they would be effective for promotion of values among the pupils. Moreover, educational institution can adopt the following ways and means for promoting values as importance of meditation, work culture, leadership training, feeling of Indianans etc.

### Innovative Ideas

Today, thinkers, educators and sociologists are concerned with the problem of value crisis among the youths and how best values can be inculcated and internalized by the students. Many ideas are coming up and some of them are actually practiced. One such program is the "Living values Education programme"(LVEP) which is being experimented with china, Australia, Indian, Japan and Indonesia etc. The aim of LVEP is to create value-based learning environment. It is a comprehensive programme which encourages developing inter personal. Social and emotional skills games, artistic activities like songs, dance, discussions all are part of the program.

### Conclusion

So, value-oriented should be the arch-theme of our education. From the foregoing discussion it can be concluded that education cannot be made value oriented alone. The success of any programme hinges on the degree of commitment on the part of the other components of the school community-parents, management, friends, classmates, educational authorities and society in general. The wholehearted cooperation of all formal and non formal agencies of education is needed very much. That is why the strategy of value oriented education is a challenge for teachers, parents and society at large. Lastly we may conclude.

**"Try not to be a man of success But Rather try to be a man of value"**

**By Albert Einstein**

## REFERENCE

- Ahuja, Ram. 2011, Social problems in India, second edition, Rewat publication, Jaipur, New Delhi. | • Agarwal, J.C. 2007, Education in Emerging India, Doaba House, Nai Sarak, Delhi. | • Agarwal, J.C.- 2010, Development and planning of Modern education, Nirth Edition, | Viles Publishing House Pvt. L.T.D. | • Gupta, N.L. - 2000, Human Values in Education, Concept Publishing Company, New | Delhi. | • Kochhar, S.K. 2005, Pivotal Issues in Indian Education, Sterling Publishers Private | Limited, New Delhi. | • Singaravelu, G. - 2004, Education in the Emerging Indian Society, Neelkamal publication Pvt. Ltd. L. | • Sharma, Y.K.- 2001, History and Problems of Education, Vol. 2, Kanishka Publishers, | New Delhi. | • Sharma, S- 'Edutracks' Vol. 11, June 2012 Neelkamal Publications Pvt. Ltd. | Hyderabad. | www.indianmba.com | Wikipedia.org/wiki/value. |