



VALUE CRISIS IN INDIAN CONTEXT

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Abstract

Education is a process of initiating the learner to good life. But present-day education primary importance is transmission of knowledge and cultivation of occupational skills. Gandhiji pointed out, education without character leads to criminality, educated persons have a wider opportunity to indulge in crime and that too committing them most efficiently and technically. Even our scholarly President, Dr. A. P. J. Abdul Kalam calls teachers the “Best mind of the Nation”. In ancient time, a teacher was pure, society believed equal as God. The process of modernization, westernization and materialism is eroding the core of human values. The atmosphere of conflict and turmoil, the rate of crime and delinquency, murder, alcoholism, drug addiction etc. has increased.

Keywords : Value, Indian , Educaiton , Nation , NEP

INTRODUCTION

Education is becoming day by day more or less materialistic and the values are slowly given up. The modern India is being educated mainly with the bread and butter aim of education and as a result as a most of our graduates run after money, power, comforts without caring for any value. Moral, religious and spiritual education is being deliberately neglected in our educational system. India is passing through a period of value crisis. Massive industrial infrastructure is being built with an increasing insistence on efficiency needed for an industrial society, leaving no room for the growth of humane and spiritual consciousness. Our social life is full of corruption, violence, hypocrisy, exploitation, disparity and disruption. The National Policy of Education (1986) made the following observations about the value system prevalent in our society. “The erosion of value is now a national phenomenon, so complex and gigantic that a more balanced curriculum non-learning materials and competent teachers alone can correct this phenomenon.

The picture is dismal and dreadful everywhere in schools, at home, in offices and in parliament also. Hope cannot sustain for too long and mere promises will not sustain life. The school, the home, the community and the government are all blaming one another and it appears that introspection is nobody’s concern. The many ills that our society is facing are traced to the crisis of value. Values in public life seem to be at cross roads. The people are losing ground in cherished values that this nation stood for in ancient past. There is erosion of social, moral, cultural, economic and political values.



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A serious issue raising its head with greater velocity in the present age is nothing but 'value crisis'. The atmosphere of conflict and turmoil has increased. The rate of crime and delinquency has increased. We also see murder, alcoholism, drug addiction etc. There is almost decay of most comprehensive human values that used to maintain integrity of society and humanity. The process of modernization, westernization and materialism is eroding the core of human values.

There is an erosion of social, moral, cultural, economic and political values at all levels. The erosion of values has led to the spread of selfishness, unlimited greed, corruption, violence and destruction, abuse of human rights, frustration and crisis of character. The crisis has taken up such a magnitude that if serious efforts not made to check it, then the whole system is likely to collapse.

FACTORS RESPONSIBLE FOR VALUE CRISIS

Failure of our educational system – The problem of values is more general one, common to all human activity, but often education is looked upon as the instrument for inculcating values. We have failed somewhere in providing right type of education to our younger generation. According to John Dewey (1948). "To values means to prize, to esteem, to appraise, to estimate. It means cherishing something, holding it dear and also the act of passing judgement upon the nature and amount of values as compared with something else". So it is essential that education should be value oriented.

Value education and value-oriented projects can promote individual and social welfare, peace, goodwill and understanding value-oriented education is the only key which would impel man to utilize atomic energy for the betterment of humanity rather than destruction. It is the task of education to develop, preach and practice social, moral and spiritual values, as these values are the greatest unifying forces in life.

Role of family – Family is the first school where good habits and values are nurtured in a child. Social networking that is rampant today among kids, teens and the youth has changed the way of relationships are formed. Orkut Pal, Facebook, My space Pat etc. are how friends are being classified and identified today by many children. Spending more time at home with the latest gadgets and less time outdoors with real friends have changed the conventional and natural way of a child's interaction with the world. A balanced approach is needed to inculcate values in children. It is here that families have a determining role. Spend more time with children. Encourage outdoor activities and also take them to orphanages, old age homes, special schools etc. to make them aware there is more to life just gaming, play stations, social networking etc. We need to educate them on what life is all about.

Socio-Economic Condition – Socio-economic conditions greatly influence moral behavior. Poverty and morality cannot exist together. People deprived of basic human needs such as food, clothing health services and sympathy become frustrated and value education is wasted on them, it can have no effect. Indeed the whole setup of a society, the values and ideas on which it is based matters. If the society is just, free from discrimination of caste and race, if there is a just distribution of wealth, then an environment exists which promotes value education.



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Materialistic Attitude – People are becoming more and more money-minded and materialistic. People are becoming greedier. They are busy in collecting money by one way or the other at the cost of values. They want to become rich overnight through illegal means or corrupt practices. Mahatma Gandhi said “The lust for money and power has corrupted the man”.

Policy Implementation Approach – In practice, we seem to have only policy implementation approach. No creativity in framing or modifying the needed policy. The circulars from the State are only execute without a spiritual involvement in the process. Top administrators have to rethink and rebuild proposal policies for managing better values.

Competitive Society – Huge competition in society is also leads to degradation of moral values. In the high competitive world, everyone wants to be on the top and this race has made an individual forgotten about his moral values. Excessive competition in every sphere has prompted people to use unethical practices.

Political Exploitation – Most of the political leaders exploit the masses to achieve their narrow self-ends. Now a days most of the institutions are founded and controlled by politicians. Some of them established and managed by the wealthy businessmen and industrialists. Naturally they tend to misuse the noble centres for the purpose of power and pelf. So many of appointments are now politically influenced and the dominance of merit by manipulation has led the popular phenomenon “Brain Drain” in our country. This all has to stop and unless the political leaders learn some values cannot happen.

In the end it must be admitted that, crisis of values can be overcome by combined efforts of all. Everyone has to commit himself towards a minimum ethical standard in his life. Unfortunately, there is a gap between preaching and practicing of what one believes or what one says. One’s action must reflect the values that one intends to inculcate children. Problems cannot be overcome by pointing fingers at others.

VALUE EDUCATION

Value education implies developing values through curricular and co-curricular programmes in the educational institutions. One of the major crisis that Indian Education is facing value deterioration which is eroding the very core of human life. It has been felt that the main focus during the last three decades has been quantitative expansion and consequently adequate attention could not be paid to maintaining standards and quality of education. The output of the educational system is not only of poor quality but the degradation of the moral values has also been noticed. It is also argued that inadequate attention paid to the value education especially in the earlier stages of school education has been the major causes of declining values. Prem Kirpal and Tripathi in their papers argue that the eradication of poverty and the development of human resources cannot be achieved without inculcating the sense of values among the masses. It is in this context that the schools must play vital role in imparting value education.



CONCLUSION

Value education is a term used to name several things, and there is much academic controversy surrounding it. Some regard it as all aspects of the process by which teachers transmit values to pupils. Others see it as an activity that can take place in any organization during which people are assisted by others.

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