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## Value based education and today crisis

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### Abstract

Future growth of any country depends on its youth. Unfortunately, youth in India is getting increasingly inclined towards violence, social evils and lack of respect towards world around them. People who become great statesmen, sports persons or business entrepreneurs have certain things in common. They are all vigilant about their surroundings. They all know how best to use what they have. They all believe in hard work and in doing things which are good for the society. Creation of such values in our youth is the end product of value Education. Recent crisis in values in our youth has revived concern for value education in India. Concrete steps are now being taken by Indian society and we all must join this movement to see Shining India in a very near future. 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.

**Keywords:** Social evils, value-crisis, value education, value-oriented

### 1. Introduction

The education scenario in India does not seem to present a pleasant picture. The situation of education is highly different according to regions, economic status, social position etc. yet there is global convergence of some evil trends that serves an early warning signal. There has been a decline of the overall quality of the national education, public system mainly in schools in terms of contents and their ability to give the taste to learn and discover. In India the education system is driving children crazy as they have only time for schooling and doing their homework. This leads to weakness in terms of capability of adaptation to the real world, socialization, personal development like playing games etc. There is a trend of growing inadequacy between competences taught and skills required, traditional pedagogy and new culture, schools management and current life styles. This is more challenging because we have old national education system which is hard to be reform and adapted and our resistance to be continuously trained and updating our courses. What is it that can be done to save millions of young people caught in an educational trap? The answer will depend on our understanding of the ills of the present system. It should be understood that the present crisis in higher education in Indian cities is a crisis of values.

### 2. What Is Value Education

Value Education, as it is generally used, refers to a wide gamut of learning and activities ranging from training in physical health, mental hygiene, etiquette and manners, appropriate social behavior, civic rights and duties to aesthetic and even religious training. To some, social behavior, civic rights and duties to aesthetic and even religious training. To some, value education is simply a matter of developing appropriate behaviour and habits involving inculcation of certain virtues and habits. In opposition to such a conception, it is pointed out that value education has an essentially cognitive component in it and that this should not be ignored. There are three basic institutions that influence value education – the home, the church/religious institution and the school.

Value Based Teachings and Education is a field, the first teacher in which is the mother. It is the mother who tends to lend the first lessons and it is on her that rests the foundation laying responsibility. What is right, what is wrong, what is true, what is false, what is respectable and noble and what is not – it is the mother who imparts these lessons. Never tell a lie— never –the mother should make the child learn that she would never scold him if her child tells the truth even if the child had done some wrong.

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‘Admit the wrong done and you would be a nice child’—let the child develop this faith and he would never fall a victim to falsehood. This is how slowly and gradually, step by step the lessons in morality can be taught Value Based Education, therefore, is a part of the Educational programme which cannot be shelved or done away with. It has to be a part of life and life is a constant education and the process of living is a process of learning.

### 3. Current Crisis

The problem of declining values is multi-dimensional arising out of combination of major social forces such as globalization, materialism, consumerism, commercialization of education, threats to humanity due to climatic changes, environmental degradation, violence, terrorism. These have led to insecurities, individualistic life styles, acceleration of desires, misuse of science and technology, pessimisms, sense of alienation and other negative consequences. We hear it all around, that children in India are going astray. Children indulge in crime, violence in school and outside. Mass media has senselessly gripped our children, and assaults them with information, views and prejudice in a manner that young minds can hardly discern or judge. While the questioning attitude and critical thinking needs to be encouraged in children, we find that many young people and students, treat teachers with disrespect and question out of arrogance and see it as a way of questioning authority. A hurry-up society often lacks a sense of community and fraternity. Peers exert powerful influence on values development. Drug abuse, irresponsible sexual behaviour, vandalism, commercialization, stealing, cheating, confusion between heroes and celebrities as role model are witnessed more often than ever before. In a general sense, parents, schools and public feel that our youth have lost qualities of civility, respect and responsibility. There is in fact a public call for education and action because of the degeneration of our cultural ethos. Educationists and public alike have voiced concern about moral degradation, about crime, violence in the streets and in the media, lack of discipline in schools.

Modern day parents are more concerned about the careers and moneymaking potential of their children than about their acquiring any knowledge or values. The emphasis is on which course of study will give “maximum” returns in terms of income for the ward and not on what the child will learn. For parents and students alike, the “objective” of life is to acquire as much of “welfare” from goods and services as is possible. Happiness is supposed to come from success in life. Success is considered synonymous with having good life which includes cars, disco, cinema and girl/boy friends.

The present educational system in Indian cities is crumbling under its own weight. Far from helping the best to grow from within, children right from the beginning are crushed under the weight of information and given false values. All originality, independent thinking is almost completely forced out by the time school is finished. In recent times, quality education has been defined in more pragmatic terms. It has become synonymous with employability, preparation for the word of work, less and less consideration is given to the subject of education i.e. individual student and his/her full development as a human being. Quality of education should

not be considered in fragmented terms but in a more holistic and expanded manner not in terms of number of years of schooling but the quality aspect of the development of the individual; the formation of the whole persons and full flowering of the human being and character building

### 4. What Could Be Done

India is badly in need of Value Based Education and Teaching System which inculcates among the young students values that they need to imbibe and embalm within them. Value Based Education is the only means which can give to our young the right direction. There is need for Value based Education System in India. Ethics and values need to be imbibed among students. It is only at the level of the primary education that such lessons need to begin. If the impressionable mind once gets set to noble goals difficult would it is to lead him astray. It is not merely talking about great men that the child would get oriented to values; The teacher has to play a major and a decisive role in giving this lesson by precept as well as by example. It is the intellectual, the physical, the emotional, the psychological parts of the child’s personality which would need to be moulded and modeled.

Emphasizing the role of education in moral development John Dewey (1950) remarked that aim of education is growth or development both intellectual and moral. Ethical and psychological principles can aid the school in the greatest of all reconstruction, the building of a free and powerful character. Only knowledge of the order of connection of the stages in psychological development can ensure this. Education is the work of supplying the conditions, which will ensure the psychological function to mature in the finest and fullest manner. Values are not just about one’s general obligations; They are an intrinsic part of one’s relationship with oneself, with others and with one’s surroundings. The true end of this development is to make the individual autonomous, leading to state where the individual is able to act in accordance with universal principles and values, which he accepts in relation to the larger society. The abode of nurturing those skills and values is undoubtedly the school and the entire educational system.

### 5. Conclusion

To conclude this can be safely said that as a general rule value orientation is integral to all stages of upbringing, formal education, interaction between individuals and social groups. Values are thus inseparable from life of the individual. It permeates the whole life, since education is an essential requirement, the aims of education, content and methodology is viewed in terms of value development. Values and development are used interchangeably. Human development cannot be conceived in the absence of values. In this regard an educational institute should not be just confined to teaching and learning but it should be considered as a place where consciousness is cultivated. Actually the ability to make moral judgment based on sound reasoning is a very important aim of value education and has to be deliberately cultivated. We can witness the signs of cracks with our present system of education. Unless these problems are tackled properly and in time, there is no doubt that they

will lead to many complications and cause a lot of grievous sufferings to many.

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