

ERADICATION OF CRISIS OF MORAL VALUES IN YOUTHS

M. P. Tripathi, Ph. D.

Associate Professor, Department of Teacher Education, R. R. P. G. College, Amethi (U.P.)

Abstract

Modern materialistic era is era of Liberalization, Privatization and Globalization (LPG). Inclination of youths towards western life style and culture is natural. This inclination is not only limited to youths but for everybody also. In recent years increase in percentage of crimes committed by youths has created concerns on the government and society. Root cause of the problem lies in the quality of education we are providing to our children. Parents are putting more emphasis on materialistic education rather than evaluating them holistically whether they are ready to face challenges in their lives or not, neglecting all round development of child with moral values. Our curricula and syllabi are also inappropriate for teaching moral values and ethics to children. Parents, teachers, governments and societies should recognize the importance of value education in the life of an individual. In early childhood before going to school, it is responsibility of parents to incorporate essential human values in their wards. Once the children are admitted to the school it is expected that parents, society and teachers will jointly carry out their duties to teach them values for making them model individuals. Value Based Education is as an alternative to improve the schools' deteriorating environment. Value Based Education has a positive impact on children's well-being. Studies from different areas of a person's life show that a specific aspect in life affects the other. This investigation aims to study and understand the relationship between Value Based Education and wellbeing of youths, society and nation."

Keywords: *Values, Value crisis, Value Based Education*



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

In the present era Education include modern technologies where we are inclined more towards superficial knowledge and ranks in examinations rather than applying the learning in our day today life or behavior and utilizing the perfect knowledge for development of society, nation and ourselves. Teachers and parents are putting more and more emphasis on marks obtained by students. Parents are choosing the schools which are advertising for better academic achievements of their students, neglecting the other aspects like moral values of education. Parents and Teachers want that students should learn that type of education which can help him to get a better job and position in employment, which will ultimately help him to accumulate lot of money, luxury and things of leisure and pleasure. Superlative purpose of Education has been completely overlooked by our policy makers and students have become machine to generate marks and teachers as machine operator. Basic purpose of education – to enlighten the inner soul of an individual enabling him in understanding the life in better way

has lagged behind in the race of modernization. In near future if we fail to incorporate the essential value based Education in our children, the whole meaning of Education will be lost in this materialistic world.

Essential values to be developed in a Child:

There could be a number of essential values that is to be inculcated in an individual in different ages. It could be family values, moral values, religious values, social values, spiritual values, environmental values, ethical values, national values, international values. Types of values a child can learn and follow in his or her life depending upon his or her age group. In early childhood child can learn simple values like honesty, truthfulness, punctuality, respecting elders, love etc. but in later stages of life they can be taught other complex values. Besides teaching the values through text books or by lectures, it is better to demonstrate them by parent, teachers and every member of the society. Kothari Commission also suggested almost similar recommendations for incorporating essential values in students.

Role of Parents, Teachers and Society in developing values in Children:

Parents, Teachers, Mass Media and Society are the central pillars which make maximum impact on personality of an individual but unfortunately parents and teachers have themselves forgotten the importance of values in life. Generally child imitates the behaviour of persons with whom they are in contact and interact. If parents and teachers themselves demonstrate the values in giving directions to life then child will automatically acquire the required values. Values are not only taught or professed but they are demonstrated also. Demonstration of values is more important than professing these. Some of the parents are too caring and possessive while others are not much concerned about their children due to one reason or other. These attitudes of parents are not helpful in developing values in the child. The experience ones face in his or her early childhood remains permanent for whole life. What parents do is more important than what parents say because child learns more by observing not by listening. An alcoholic or smoker never wants his or her child to consume alcohol or to smoke but he has no words to express the same. In present situation it is better for parents to become role model for their children. Same is the case with the teachers and society. Teaching is not a job it is an attitude. Teacher should consider every student as his or her own child. Every teacher related to any subject should try to inculcate essential values in students through their teachings then only their teaching will be meaningful. A student who is master of his or her subject but no moral values is not a human rather he can be compared with a wise animal because these values differentiate a human from animal.

Value Based Education:

Value Education refers to any explicit and/or implicit school-based activity to promote students understanding and knowledge of values, and to inculcate the skills and dispositions of students so they can enact particular values as individuals and as members of the wider community. In simple term Value Based Education means part of the Education which imparts certain essential moral, ethical, cultural, social, spiritual, professional values in child necessary for their all round development and prepares them as a complete human being. It includes physical health, mental health, etiquettes and social behaviour, 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 these in our children resulting in a number of developmental problem. Some educationalist has suggested that moral values are developed in an individual automatically during school time and after coming in contact with the society. They try to make adjustment as per the need of the group and set of standards and norms developed and accepted by the group to which they belong. It is a continuous process during which he keeps on changing himself or herself but this concept fails to explain why the adjustments made by two individual are different in similar situation? We can say that experiences gained during school time are not enough to inculcate values in child because two individuals never react similarly to same situation it means that values are the thoughts which are to be introduced in child from outside. Moral development includes both thinking morally and behaving morally. Moral person is not only the person who does the right things but also one who does the right things for right reasons with right intentions.

Methodology and approach to Value Based Education:

The field of value education is as broad as human life itself. In India during *Ramayan* or *Mahabharat* period values are taught to the child along with formal education in *Gurukuls*, where *Guru* or Priest teaches the students at their *Ashrams* through different methods and prepares them to face the life. In Modern days *Gurukuls* were replaced by formal schools which are providing the formal education to children. Not only schools and colleges but family, society, mass media and other means of communications also affects the learning of the child. Parents and teachers can utilize these instruments for incorporating essential values in child. The method and strategy in imparting value education depends upon the values chosen, age of the child and certain other factors. Curriculum can be the best tool for providing value based education. Through various activities child can easily catch the values. Values can be transferred in students through hidden or unplanned method but it is a very

complex method and every teacher is neither competent nor trained enough to carry out such type of experiments. In class room teacher can use biographies, debates, discussions, stories, essays, article writing, news paper reading, and small classroom incidences to make the students aware about importance of values and learn the values. Students can be engaged in practical situations similar to the original life incidences, which will be helpful in development of essential life skills. This approach gives them a chance to apply the concepts and experiences they have already learned. Certain social activities such as maintaining school campus or classroom, social forestry, organizing environmental awareness or health and sanitation literacy programmes in community can make the difference. Students must be promoted to organise and participate in the programmes such as drama, street plays, cultural fests etc which are message based, can be helpful in developing values in child.

Suggestions:

Here are some suggestions which can be helpful in development of essential values in childhood if implemented with serious efforts and outmost care –

- Curriculum reform is urgently needed; especially curriculum of languages can be used for promoting values along with the learning of subject matter.
- Beside the subject matter teachers should try to figure out the value based messages hidden in text and communicate it to the students.
- Parents should try to invest more time with the child rather than investing their time in earning money. Half the work is done if parents decide to teach one story every day to their child giving essential message.
- Teacher should understand their duty to impart value education to the child from very first day along with the formal education. Teachers should act as real role model for students.
- Different type of extracurricular activities, co-curricular activities and other such programmes must be organized in schools time to time to promote values in students.
- The syllabus for special subject, may be called ‘Moral Values’, can be developed and should be made compulsory in curriculum from early child hood to graduation or post graduation level.
- Parents, teachers, members of society and mass media should try to inculcate important values in child by demonstrating also not only through teaching it formally in classrooms.
- Media can play an important role in providing value education in child. Especially television channels and Radio stations should try to avoid showing serials, programmes,

advertisement which directly or indirectly challenge the human values. Same responsibility is expected from other forms of media such as news paper, magazines etc.

Conclusion:

From above discussion and suggestions we can come to conclusion that providing value based education to our children from early childhood, especially during adolescence age group, can help us in overcoming the problems of deteriorating moral values in our youths and in their wellbeing. Parents and teachers have to rethink that which type of education they want their future generation to learn? Collaborative efforts of parents, teachers, policy makers, society and media can bring the Indian youths on right track to live a disciplined moral life.

References:

- Aurobindo, Shri (1972) Vande Matram. Shri Aurobindo Ashram, Puducherry*
- Arora, N, (1999). Devatma's Value Oriented Education: A Supplement to Present Education. Roorkee: Dev Samaj.*
- Chakrabarti, Mohit. (1997). Value Education: Changing Perspectives, Kanishka Publication, New Delhi.*
- Delors, J. (1996). Report for the International Commission on Education. UNESCO, Paris.*
- Dhokalia, R. P. (2001). Eternal Human Values and World Religions. New Delhi: NCERT*
- Jayaraman, N. (1990). Sociology of Education in India, Rawat Publication, Jaipur.*
- Khera, Shiv.(1998). You Can Win. Macmillan, Delhi*
- Kumar, R. (2008). Gandhi on Value Education. www.mkgandhi.org*
- Lakshmi, Chitra (2009). Value Education: An Indian Perspective on the Need for Moral Education in a Time of Rapid Social Change, online Journal of College and Character volume X No. 3*
- Patil, Yojana Yatin.(2015). Value Education: Need of the Hour, Pasaaydaan Foundation, Mumbai*
- Radhakrishnan, S. (1990). The Foundation of Civilisation: Ideas and Ideals. New Delhi*
- Sanyal, B. C. Need for Value based Education in twenty first Century. www.herenow4u.de (retrieved on 12 August, 2014)*
- Seetharam, A. R. Concept and Objective of Value Education. www.ncte-india.org (retrieved on 14 August, 2014)*
- World Health Organization (2000). Promoting Active Living in and through Schools: Policy Statement and Guidelines for Action. Report of WHO Meeting, Denmark, May1998.*