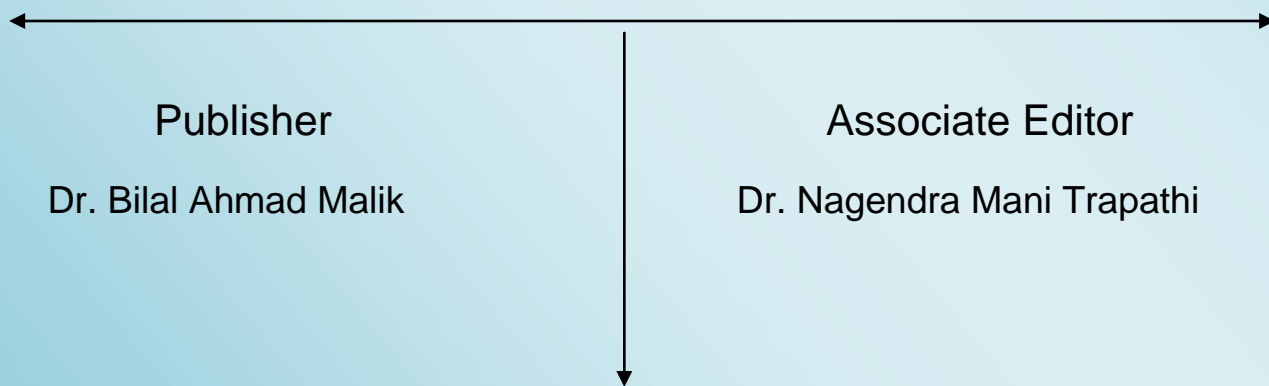


North Asian International Research Journal Consortium

*North Asian International Research Journal of
Social Science & Humanities*

Chief Editor

Dr Rama Singh



NAIRJC JOURNAL PUBLICATION

North Asian
International
Research Journal Consortium



Welcome to NAIRJC

ISSN NO: 2454 - 9827

North Asian International Research Journal Social Science and Humanities is a research journal, published monthly in English, Hindi, Urdu all research papers submitted to the journal will be double-blind peer reviewed referred by members of the editorial board. Readers will include investigator in Universities, Research Institutes Government and Industry with research interest in the general subjects

Editorial Board

J.Anil Kumar Head Geography University of Thirvanathpuram	Sanjuket Das Head Economics Samplpur University	Adgaonkar Ganesh Dept. of Commerce B.S.A.U, Aruganbad
Kiran Mishra Dept. of English,Ranchi University, Jharkhand	Somanath Reddy Dept. of Social Work, Gulbarga University.	Rajpal Choudhary Dept. Govt. Engg. College Bikaner Rajasthan
R.D. Sharma Head Commerce & Management Jammu University	R.P. Pandday Head Education Dr. C.V.Raman University	Moinuddin Khan Dept. of Botany SinghaniyaUniversity Rajasthan.
Manish Mishra Dept. of Engg, United College Ald.UPTU Lucknow	K.M Bhandarkar Praful Patel College of Education, Gondia	Ravi Kumar Pandey Director, H.I.M.T, Allahabad
Tihar Pandit Dept. of Environmental Science, University of Kashmir.	Simnani Dept. of Political Science, Govt. Degree College Pulwama, University of Kashmir.	Ashok D. Wagh Head PG. Dept. of Accountancy, B.N.N.College, Bhiwandi, Thane, Maharashtra.
Neelam Yaday Head Exam. Mat.K..M .Patel College Thakurli (E), Thane, Maharashtra	Nisar Hussain Dept. of Medicine A.I. Medical College (U.P) Kanpur University	M.C.P. Singh Head Information Technology Dr C.V. Rama University
Ashak Hussain Head Pol-Science G.B, PG College Ald. Kanpur University	Khagendra Nath Sethi Head Dept. of History Sambalpur University.	Rama Singh Dept. of Political Science A.K.D College, Ald.University of Allahabad

Address: -North Asian International Research Journal Consortium (NAIRJC) 221 Gangoo, Pulwama, Jammu and Kashmir, India - 192301, Cell: 09086405302, 09906662570, Ph. No: 01933-212815, Email: nairjc5@gmail.com , nairjc@nairjc.com , info@nairjc.com Website: www.nairjc.com

VALUE CRISIS IN MODERN INDIAN SOCIETY

RUKSANA SAIKIA*

*Research Scholar, Department of Education, Gauhati University, Guwahati, Assam

INTRODUCTION

Today the world in general and the Indian society in particular is faced with crisis. This is not so much intellectual but rather moral and spiritual. India is passing through a period of value crisis. 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. Our social life is full of corruption, violence, hypocrisy, exploitation, disparity and disruption. Creation of 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. The concerted effort of all formal and non-formal agencies of education is needed very much in this emerging aspect.

Values are principles that allow us to guide our behavior to fulfill ourselves as individuals. They are fundamental beliefs that help us prefer, accept and choose one thing over another or behaviour over another. Values refer to human needs and represent ideals, dreams and aspirations. Values reflect a person's sense of right and wrong or what "ought" to be. Values have worth in and of themselves. They are important for what they are, what they mean, and what they represent, and not for what others think of them. Values, attitudes, and behaviors are closely related.

A **personal value** is an individual's absolute or relative and ethical value, the assumption of which can be the basis for ethical action. Personal values provide an internal reference for what is good, beneficial, important, useful, beautiful, desirable, constructive, etc. Values generate behavior and help solve common human problems for survival. Personal values exist in relation to cultural values. A culture is a social system that shares a set of common values, in which such values permit social expectations and collective understandings of the good, beautiful, etc.

Values have been studied in various disciplines: anthropology, behavioral economics, business ethics, corporate governance, moral philosophy, political sciences, social psychology, sociology etc.

A **crisis** is any event that is, or is expected to lead to, an unstable and dangerous situation affecting an individual, group, community, or whole society. Crisis is the situation of a **complex system** (family, economy, society) when the system functions poorly, an immediate decision is necessary. Crises are deemed to be negative changes in the security, economic, political, societal, or environmental affairs, especially when they occur abruptly, with little or no warning.

CAUSES OF VALUE CRISIS:

Value crisis is the root of all social technogenic maladies. The process of **Modernization, Westernization** and **Materialism** is eroding the core of human values. Value crisis means being misguided with respect to our aims, objectives and purpose of life. It means conflicts and confusion with respect to our missions and ambitions in life. It means misconceptions about what we like, love, respect, adore and dedicate to. It means inability to decide and implement our innate choices. It means difficulty in internal evaluation and prioritization.

The maximum respect or following for DHARMA and SHASTRA; was a cherished value in the past. It has become feeble and almost ineffective today. This is the beginning of value crisis. Thus we are overwhelmed by the craving to fulfill our individual whims and fancies, making quick money, fame and popularity and all kinds of power and sway on people; even at the cost of others! This is the progress of value crisis and further crumbles our perspective, policies, programs, plans and their implementation at individual and global levels; and produces stress in walk of life.

There is a lack 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. Lack 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.
- Teachers have failed in their responsibilities. The teachers 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.

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, and terrorism.

We hear it all around, that children in India are going astray. Children indulge in crime, violence in school and outside. Drug abuse, irresponsible sexual behaviour, vandalism, commercialization, stealing, cheating, confusion between heroes and celebrities as role models 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.

Indian society is facing a serious crisis of values. Hardly any day goes without some news indicative of crisis of values. Values in public life seem to be on the cross roads. There is a 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 are not made to check it, then the whole system is likely to collapse.

VALUE CRISIS AT THE INDIVIDUAL LEVEL

The sole aim of all the strivings at the individual level has become attainment of personal success. It is a worldly success, defined in purely materialistic terms as acquisition of money, power and prestige.

INTELLECTUAL LEVEL

The value climate of a society is closely linked to its intellectual temper. Its tone is set by writers, academicians, philosophers and other intellectuals. They do so by their critical examination of social and human situations, and through their creative efforts of generating new ideas and new solutions to human problems. The contemporary intellectual temper is mainly critical, imitative and reactive rather than creative and proactive.

CULTURAL LEVEL

The contemporary value crisis in the Indian society can be best understood as a cultural crisis. This crisis is reflected in the confusing, ambivalent attitude of the educated Indians towards their culture .In its evolution over this long span, with many ups and downs, it has generated a variety of ideas, philosophies, religious beliefs and

social customs. Some have seen this tolerance as a virtue, constituting a 'unity in diversity'. But to others the concurrent existence of a bewildering variety of ideas, many completely contradictory to each other, is frustrating – particularly to those who seek its human value contents relevant for modern day living.

After all what factors have been responsible for creating this crisis in our society? If we think that the political system alone is responsible for this crisis, then we are mistaken. No political system can develop in vacuum; it is the sub-system of the entire social system. Hence we must accept that the degradation of moral fibre is a problem of entire society.

- **Failure of our Educational system-** We have failed somewhere in providing right type of education to our younger generation. Value education and Value-oriented projects can promote individual and social welfare, love, peace, good will 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.
- **Role of a family -** Family is the first school where good habits and values are nurtured in a child. Modern day parents are more concerned about the careers and moneymaking potential of their children. With the fast changing world, it has become imperative to be more conscious of our next generation and thus parents need to play an active role in building up a child character. Social Networking that is rampant today among kids, teens and the youth has changed the way relationships are formed. 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. Parents are, inadvertently, neglecting their responsibility of developing right attitudes and behaviour in their children. In the past, family was the first institution where children learnt about the culture and traditions of their nation through stories about great sages, saints and heroes of the past. Today, the only worry of the parents is to prepare their children for entry into some reputed school in their area.
- **Socio-Economic Conditions-** Socio-economic conditions greatly influence moral behaviour. 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. 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.

- **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.
- **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 executed without a spiritual involvement in the process. Top administrators have to rethink and rebuild proper policies for managing better values.
- **Competitive society-** Huge competition in society also leads to degradation of moral values. In this 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 selfish ends .Now a day's most of the institutions are founded and controlled by politicians. So many of appointments are now politically influenced and the dominance of merit by manipulation has led the popular phenomenon of 'Brain Drain' in our country.
- **When Teacher themselves lack values-** If the students have to be taught values, first the teacher has to be taught values. If the teacher is not sound in himself, how can he teach others? If a teacher gives wrong information to his students, he is spoiling the students, and these students when they themselves become teachers, in their own turn further spoil the students . It is very important that during the teacher education programme, the teacher are introduced to the concept of value development and also made aware of the methods and techniques keeping in view the physical and psychological development of the students to promote human values.
- **School Administration-** The other major degradation in values is evident in the way the school, particularly public schools, are run. Majority of the schools are run in the form of autonomous body with a separate management. They frame their own set of rules, code of conducts, norms to be followed and a separate philosophy to work with. Unfortunately, their philosophy is to run these schools to serve their monetary purpose or to turn their black money into white. Child's financial status is preferred to his

caliber and capabilities. Even in many cases a child fails to get admission in a good school only because his parents are less educated or illiterate.

So our present education system, our family system and our present society, they all are, inadvertently, neglecting moral and spiritual values.

HOW TO OVERCOME VALUE CRISIS:

1. Now the question arises how this crisis can be curtailed. The possible answer is sure to be found in the problems only. The abode of nurturing those skills and values is undoubtedly the school and the entire educational system. Concern for value education is also increasing in recent years as a result of crisis of values that our society is currently experiencing. The issue has been projected as one of the national priority in the nation's education.
2. No doubt the clouds of values crisis are hovering upon the sky of life; still we need not feel desperate as there as there is always a silver lining in the dark clouds such as education is the need of the hour which will take the learners near the sea of values and make them accept themselves as “moral entities. Value Based Education is the only means which can give to our young the right direction Ethics and values need to be imbibed among students.
3. **The National Education Policy 1986** declares that the growing concern over the erosion of essential values and increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make the education a forceful tool for the cultivation of social and moral values.
4. **The National Curriculum Framework for School Education 2005, (NCERT)** observed that schools can and must strive to restore and sustain the universal and eternal values oriented towards the unity and integration of the people their moral and spiritual growth enable them to realize the treasure within.
5. The inculcation of values in the youth is the end product of value education which builds character, influences their decision making in life, and helps them grow by building healthy relationships in society. People who become great statesmen, sports persons or business entrepreneurs have certain things in common. They are all vigilant about their surroundings, and possess high values, and contrive their lives by following certain norms and principle.
6. **Good education and environment** acts simply as catalysts of value development. Environmental stimulation and opportunities to learn and interaction with human beings are the essential requirements in the

development of capacity for moral or value judgment which is the main aim of value education. Values are not only caught but should also be developed systematically through planned efforts:

- School should impart life skills, social skills, moral values and most important a proper scientific approach on character building.
- To achieve the same there has to be Parent-student-teacher relationship.
- Reading habits and co-curricular activities will make a child healthier than Class room based cramming session.
- Schools should stress upon some personality development and value education classes so that the students learn high values from life.

CONCLUSION

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. The crisis of values can only be overcome by combined efforts of all. Everyone has to commit himself towards a minimum ethical standard in his life. If the children got good quality education then only they can be good citizen which can make out India civilized and developed.

REFERENCES

1. Aggrawal, J.C. (1992), "Theory and principles of Education: Philosophical and Sociological Bases of Education". New Delhi, Vakes Publishing House Ltd.
2. Anmol, Vivek Kumar, (2015) "Value based education and today crisis". International Journal of Multidisciplinary Research and Development.
3. Dr. Charles Kiruba & V.SelviArul, "Peace and Value Education"; Neelkamal Publication. Hyderabad.
4. Dr Seetharam .A R , "Concept and objectives of Value Education" , Ramakrishna Institute of Moral and Spiritual Education, Mysore.
5. Dr. Sharma Gajendra. –"Value Crisis in Secondary Education and Indian Perspective".
6. Dr. Vanaja. M & Dr D.Vijaya Bharathi.(2011), "Value Oriented Education"; Neelkamal Publication Pvt Ltd.New Delhi.

7. Jaspreet Kaur (2009) “Value Crisis in Indian Emerging Society”.
8. Mrs. Noni Rajkhowa, “Value Crisis Among Our Youth in Emerging Society and Value Oriented Education”. International Journal of Scientific Research. Volume : 3 | Issue : 7 | July 2014 •
9. Passi , B.K.& Singh. P (2004); “Value Education” .National Psychological Corporation, Agra.

Publish Research Article

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication.

Address:- North Asian International Research Journal Consortium (NAIRJC) 221, Gangoo Pulwama - 192301

Jammu & Kashmir, India

Cell: 09086405302, 09906662570,

Ph No: 01933212815

Email: nairjc5@gmail.com, nairjc@nairjc.com, info@nairjc.com

Website: www.nairjc.com

