

# Value Crisis Among The Youth In Emerging Society

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**Abstract:** *Value crisis is a global phenomenon of our times. Knowledge without values is not only useless but in dangerous too for the society. Rapid scientific growth and technological advancements resulting in industrialisation have threatened our age-old moral standards. This atmosphere of valuelessness is leading to disintegration, though we notice at the same time best of progress in certain other fields. Future growth in 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. We ourselves are to be blamed for this. Most of the crimes are committed by students coming out of schools and colleges and well-educated people. Our existing environment including family system, education system, and media including newspapers, T.V. etc. is presenting them a skewed picture. Youth see that men with values are suffering in life. In present scenario where we live, the society values material gains and profits above all. It is not an exaggeration if to say that in this materialistic era of science and technology, everything except morality has reached to its echelon. Values unlike other aspect have gone into abysses where human existence and its future looks dismal and dark. The present paper mainly highlights the causes of value-crisis among our youths.*

**Keywords:** Value-crisis, technological advancements, social evils, material gains.

“Try not to be a man of success but rather try to be a man of value”

-----By Albert Einstein.

## Introduction:

Values are essential for positive human behaviour. Today we are in a technological world where things are happening fast. Parents and teachers would like to be getting results fast. India has kept pace in science and technology with forward nations but we have shown slower pace in our value system even when we have a strong heritage of human values. India was quoted by great visionaries and saints as a *punya bhumi*. The question arises as to why our youth is lacking ‘values’ today. The answer is simple and loud. Our present Education System, our family system and our present society, they all have misguided priorities. They all are inadvertently, neglecting spiritual values. Future growth in 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. We ourselves are to be blamed for this.

Today we have hundreds of recognized universities and thousands of colleges in India which are producing lakhs of graduates every year. The government parts its back by opening more and more of schools/colleges. It is not giving due attention to quality of education being imparted. To-day students are taught that ‘All is well that ends well’ as such our youth today care only about the end results and give no importance to means. They are taught that everything is fair in love and war. As a result we find that our youth is not bothering much about laws of society. Today, students acquire some high degrees and become egoistic in the society. The success of education is measured today with wealth and power acquired through education. None seems to be concerned about value creation through education.

**OBJECTIVES:**

- 1) To define the basic concept of Value.
- 2) To define the Crisis of Human Values in the Present Age.
- 3) To define the causes of Value crisis.

**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. 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 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 has become examination centre not value-centre. Parents have failed to bring up their children properly.

**CONCEPT OF VALUE:**

The concept of value is gaining importance because of the present unpleasant condition of society where higher values are given scant recognition. Values are a set of desirable behaviour by following which it is good for the individual and also the society. So, Values are defined as everything from eternal ideas and guiding principles that lead to desirable behavioural patterns and are positive. They involve both the cognitive and affective dimensions and provide an important basis for individual choices based on connecting thoughts and feelings and emotions leading to positive action.

Values add quality to life. Values reflect one's personal attitude and judgments, decisions and choices, behaviour and relationships, dreams and vision. These values influence our thoughts, feelings & actions and guide us to do the right things. Values are regarded enviable, imperative and are apprehended with high esteem by a particular society in which a person lives. Values give meaning and strength to an individual's character by occupying a central place in his/ her life. They give a direction to life and thus bring joy, satisfactory and peace. Thus, one might say that any human activity, thought or idea, feeling, sentiment or emotion, which promotes self-development of an individual, constitutes a value. The other corresponding function of a value is that it should also contribute to the welfare of the larger social unit such as the family, the community and the nation of which an individual is a constituent. Value system is the backbone of the society.

**CRISIS OF HUMAN VALUES IN THE PRESENT AGE:**

A crisis is any event that is expected to lead to, an unstable and dangerous situation affecting an individual, group, community, or whole society. 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. More loosely, it is a term meaning 'a testing time' or an 'emergency event'.

Value crisis is one of the burning problems in our daily life. Today's youth are a confused lot. A look at daily newspaper is sufficient to make a depressing and disappointing picture. What with student killing teachers, teacher being violent and aggressive against students, youth killing parents, parent killing their children. Dowry system, divorce, abortion, animal sacrifice, superstitious beliefs, etc. are the burning problems in the present human society. These are ever growing problem. We hear it all round, that children in India are going astray. Newspapers report how a fifteen year old boy has been the leader of a gang of auto-thieves. And

all these auto-thieves belong to the so-called high families. To get rich quick has been their ambition—not hard work, not sustained pursuits of high order but just anything that can get them quick returns in the form of good money—that has led them to these nefarious ways. In order to uproot these, we provide value orientation classes so that, we may develop the optimum level of thinking. Women are actually facing existential crisis due to insecurity because of gang-rape, molestation, etc. Some people violate social norms, morality and ethics, penal code, constitutional and legal norms and people very often utilize freedom in the ultimate sense, consequence upon which we are facing problem in the society. Everybody is going to fulfil his or her need by utilizing ultimate freedom. He or she forgets the responsibility to society and tries to enjoy freedom in the ultimate sense. These are not isolated incidents but recurring frequently and of course papers cannot report each and every incident in the country. This is really a serious value crisis being faced by the present society.

#### CAUSES OF VALUE CRISIS:

While the knowledge "explosion" is extending man's mental outreach and technology is utilized to bring wealth and economic power at least to a part of the world, the domain of human values has diminished and continues to erode. There is a deepening sense of crisis moving in like a dark shadow. ([www.contemporaryresearchindia.com](http://www.contemporaryresearchindia.com))

We have forgotten the principles of spirituality and are taking to wrong paths. We see greed & violence everywhere. What to talk of polluted water and air, even the love in family is getting polluted. In the present time moral degeneration are occurred. The main causes of value degeneration are-----

1. **Present Education System:** The contemporary world is face to face with a rising tide of dehumanizing forces. This affects the young with particular severity, creating a deepening sense of atrophy. The intellectual accomplishments and the mastery of skills seem to lose their lustre. Education which narrowly addresses only the material has much to answer for this erosive tendency. The primal aim of education as "all-round development" so narrow-mindedly downgraded by the "planners" and their kind has to be envisioned if education is to play its full role in the complex world of tomorrow.
  - i) The present day educational system has ignored character training altogether. It lays greater emphasis on developing memorization and reproduction abilities. Development of values and the sense of one's duty towards the nation, community and one's self, and thinking skills do not find any place in the curriculum at any stage of education. As a consequence, there are explicit signs of erosion of values in practically every sphere of our life.
  - ii) Government allowed to opens self-financing private institutions with recognition, which may be termed as commercial private education institutions (Singh and Purohit, 2011). With the mushrooming of these private institutes in the modern era, the education has acquired the status of a marketable commodity, where educational institutes are the traders and students are the customers (Garg and Kaur, 2012). These institutions started courses on any discipline without basic infrastructure and qualified teaching faculties. They are appointing those teachers that are low salaried and far away from the standards.
  - iii) Political interference is considered one of the most important causes for the declining ethical values in education system of India. Political leaders, high-level bureaucrats and members of the teacher unions also attempt to influence decision-making regarding the curriculum development, recruitment and transfer of teachers. Favouritism, nepotism and bribes are major types of misconduct in teacher's appointment, posting and transfer. So the moral and ethical commitment of teachers has gradually decreased over the years due to political interference (Nuland and Khandelwal, 2001).
  - iv) Education is now in the grasp of corruption because of high rate of teacher absenteeism. The UNESCO's International Institute of Educational Planning study on corruption in education state that there is 25% teacher absenteeism in India which is among the highest in the world. These Teachers does not just affect quality of education but it is also a huge drain on resources resulting in the wastage of 22.5% of education funds of India (Hallak, and Poisson, 2005). It greatly

reduces the overall effectiveness of the school, diminishes pupils' achievements, damages the school's reputation, and induces pupil absenteeism (Bray, 2003).

- v) Our school and colleges have become examination centre not value-centre. Most of these teachers do not teach properly and when the exams are near, question papers are arranged for students. Many times teachers help students in examinations through unlawful, unethical manners. Teachers who indulge in unethical practices are unfit for teaching values such as civic education, moral values, honesty and integrity (Hallak and Poisson, 2005). In contrary every year they producing thousands of money minded machines and India have the world's largest number of unskilled, untrained and unpaid professionals (Garg and Kaur, 2012).
- vi) Cut throat competition to achieve material success has made man mechanical. Results of such rat race in the field of education and economic life can be seen in terms of insecurity, distrust, lack of fellow feeling, lack of honour for human values etc. leading to discontent and maladjustment in personal and social life and finally leading to drug abuse, maladjustment and even suicide among students. It is here that the urgent need for value education is felt by one and all currently.
- vii) Today's education is teaching students through internet, close circuit television and multimedia. The personal relationship between teacher and taught is being replaced by gadgets. As a result, the younger generation faces psychological collapse. This could have been avoided if the personal touch of the teacher were there.
- viii) Our children are getting deprived of value education in their early life also when their hearts are pure and brains are fully receptive. Practically all schools in India have no interest in subject on spiritual education. They seem to be concerned only in teaching few languages and subjects. Schools to-day feels pride in adopting computer based education and to be branded as smart schools. So, there is lack of development of sound moral vision among human being along with the scientific and technological development. As a result human being can produce such powerful means of destruction like hydrogen and nuclear bombs and destroy the whole world in no time.
- ix) Now a days' spreading of corruption in education system has brought undesirable results. Corruption in the education sector can be defined as "*the systematic use of public office for private benefit, whose impact is significant on the availability and quality of educational goods and services as a consequence on access, quality or equity in education*" (Hallak and Poisson, 2001). Corruption in education can include bribes and illegal fees for admission and examination; academic fraud; withholding teacher salaries; preferential promotion and placement; charging students for "tutoring" sessions to cover the curriculum needed to pass mandatory examinations which should have been taught in the classroom; teacher absenteeism; and illegal practices in textbook procurement, meal provision, and infrastructure (Patrinis and Ruthkagia, 2007).
- x) It is sad to note that the teachers today often are "unmindful" of the tremendous responsibility they have but feel contented with covering the curriculum and producing intellectuals rather than humans.

Lickona (1993) noted that "Character education is far more complex than teaching math or reading; it requires personal growth as well as skills development. Yet teachers typically receive almost no pre-service or in-service training in the moral aspects of their craft. Many teachers do not feel comfortable or competent in the values domain. (p. 11)" The teachers are trained and qualified to teach disciplines such as mathematics but are rarely trained to teach values which is usually a very challenging thing to do.

2. **Family System:** Education in values begins at home and is shaped by the parental values. The school's responsibility is a partnership with the home. If a parent thinks that sending the child to school is like posting a letter in the red box (letter box) to deliver at the destination, it is a gross blunder.

- i) The cause of student unrest may be attributed to the change family patterns. The traditional joint family is less seen; instead of that, nuclear family is gaining currency. In many of the cases both father and mother are engaged in their work, leaving a little time for their child. So, the child of that family lacks sharing, adjustment, and emotional stability which he/she could have got in a joint family system. Moreover, in order to get rid of boredom, he/she watches television, indulges himself/herself in some self-chosen activity that is very often detrimental to his/her value base.
  - ii) Another important blame goes to parents. Carried away by their blind love for their children, they blindly accept whatever their children do without bothering to correct them. 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. (Divine vision by Sri Sathya sai institute of higher learning, Prasanthi Nilyam, Andhra Pradesh, Nov, 2006).([www.emrt.net](http://www.emrt.net))
  - iii) Lack of mutual concern between parents at home, disaffection and lack of securities in families are other factors responsible for erosion of values. Definitely the living style of parents leave deep impression on the minds of children.
  - iv) In our family, the older generations have lost their sense of morality. Therefore the younger generation completely ignores the traditional or even any idea of value system. Illegal marriages, broken home structure, divorce, prostitution etc. are also factors responsible for decline of values.
3. ***Our Present Society:*** The ultimate good of human society is the good of all. Today, the set-up of our society is likely to become more complex. There has been a corrosion of ethical and moral values. So, our society is also equally responsible in spoiling its youth.
- i) Modern human society seems to be valued on the basis of material thing and its position. For instance, these days, a person who possesses wealth is respected and revered whereas a person without money is not honoured by anybody. The poor people, whoever they may be, have to woo the rich people just for the sake of earning their livelihood. Hence, human values have become neglected and meaningless, for human beings have become the means for the rich to earn money. People are so busy with earning material things that they have no time and no desire to think about the plight of humanity. For the self-centred there is no place for feelings of mercy, sympathy or kindness, etc. Nowadays, those who occupy high posts are respected. Thus, dignity seemed to be attached to a post or rank.
  - ii) Today, newspapers, magazines and other news media are flooded with reports of crime, murder, agitation, violence immorality, rape, corruption, bribery, self-cantered egoism, youth unrest, eve-teasing, communal violence, cybercrime, 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. ([file:///H:VALUE2014/raju value.html](file:///H:VALUE2014/raju%20value.html)) No one is caring to teach the excellence of Indian culture and spirituality.
  - iii) A relative traditional Indian society which thinks the western culture as its standard is blindly following the west, sidelining its own hoary past. The cumulative effect of all these, is the growing vandalism, chaos and confusion in the student society.
  - iv) One of the primary causes of crime today is the lack of virtuous people. Those who are honest trying to follow moral principles in their private lives, but at times have to abandon morals under the pressure of poverty. Eventually they may find themselves in the dock of the accused, charged with committing theft. The law is not concerned with the poverty which forced them to steal, nor, indeed, does the law make provisions for the maintenance of their families if they are

given a prison sentence. As a consequence, their children will have to become pickpockets and petty thieves and their unfortunate wives have to embrace an ignoble and sinful life in the underworld, because they have to survive.

- v) A lackadaisical attitude towards value and its institutions is pervasive in the world today. The reappearance of barbaric qualities of selfishness, clashes and conflagration give clear indication of the process of degeneration of human society. There is an urgent need for a great effort to revive and reform the values of human life and to rejuvenate the foundation of civilization.
- vi) Rejection of the communist ideology, while resulting in some convergence in development strategies of various countries, has brought about ethnic conflicts, nationalism and religious fanaticism. Never has one felt so much need for tolerance and a culture of peace. Sectarianism, bigotry, population growth, rising unemployment and its horrible descendent fanaticism, have long possessed this beautiful earth. They have filled the earth with violence.
- vii) Greed for material progress has broken no limits. Deforestation, global warming, water and air pollution, are consequences of industrial development making the earth more and more inhospitable. The concern for the protection of the environment has never been so important.
- viii) Distortion of values is partially due to imbalance between ancient values and explosion of knowledge in war field technology. Atomic weapons, bio-weapon, explosives, missiles etc., are threatening the whole mankind. Developed countries possess all kinds of dreadful weapons and are trying to boss over all developed and underdeveloped countries. Today the entire mankind is living in the shade of fear. Man's very expense is at stake as he is indulging in wicked activities.
- ix) Religious have now become a private affair and stress is being laid on secularization of social relationships. Human relations are becoming impersonal and secondary. In practice individual 'moral excellence' ignored aspects of equity, justice and freedom. Discrimination and a sense hierarchy were commonly in vogue. The religion of the institution was preached as the best in existence, and the condemnation of the others was, implicitly or explicitly taken for granted.
- x) Today, educated people are so proud of their degrees that some of them detest illiterate people and avoid the company of commoners. Thus, they shun village life and live in towns or cities. Village people are deprived of all life's amenities. They are the candlestick of civilization: they stand erect with the candle resting on their head. Everyone gets light from it, while they suffer the discomfort of the wax trickling down their sides. In this way, the dishonest of humanity or the neglect of human values has become a social malady in the present era.
- xi) Our representatives in Municipal Corporation, state Assemblies and Parliament are supposed to put up a model role but what they project is a clear picture of our degraded social values.

Anyone who stands on a pulpit to speak to the audience below is found to talk of high principles, or moral conduct, of spiritual and cultural heritage of our country. Good that they do it but in actually we are coming across so many scams which smear the face of the nation black. And it is our leaders—those who were given or were invested with the charge of governing the nation have been found to be involved in these scams, are in and out of jail, released on bail and again sent back behind the bars. What ideal are they—the leaders—presenting to countries—coming-up generation the young minds—a very distressing a spectacle. What right has such people to govern us, what right has they to be leaders, when their own steps are going astray? In such a grim and graceless situation we are obliged to give a deep thought how and what manner the nascent are and growing generation of the nation to be guided and oriented .

Mahatma Gandhi stated that seven deadly sins are committed by an individual. These sins are as follows:-

- wealth without work,
- pleasure without consciousness;
- knowledge without consciousness;
- commerce without morality;
- science without humanity;
- Religion without sacrifice; and
- Politics without principles.

Each of these perversions reflects lack of values. People with character, integrity and the right values are not for sale. They know that money will buy amusement, but not happiness; a bed, but not sleep, a clock, but not more time; companions, but not friend; finery, but not beauty; food, but not appetite; a house, but not a home; medicine but not health; and a ring, but not a marriage.

#### CONCLUSION:

Therefore, every person should be aware of removing the social problems which are deep-rooted in the human society. The values like truthfulness, kindness, honesty, law, justice, patriotism, humanism, etc. are to be preserved in society in order to regulate human life in a well-ordered manner. Value-crisis has emerged due to not understanding its proper role in our human society. To some thinkers, epistemological crisis and identity crisis are the two main crises of value which create the major problems like suicide, murder, robbery, extortion, rape, insurgency, or extremist problem and caste and class conflict, etc. The problem of value deterioration in our society can be stored out, if we are socially conscious about the deep-rooted values in our society. This awareness is possible only when we will flourish our philosophizing or spiritualizing force to assess the value in our life.

Recent crisis in values that our country has been currently facing has revived the concern for value education. Government has projected this issue to be one of the priority in the national education. The national policy of 1986 has taken note of erosion of the essential values and accordingly has stressed on the need for readjustment in the curriculum in order to make education a forceful tool for developing social and moral value in our youth. (www.ncte-india.org). the national curriculum framework for school education 2000 has also given due stress for value education in schools. It has stressed that the school curriculum must contain components that may embed essential values in the fresh and pure minds of school children. This revival of interest in value education in recent years in our country has arisen from the growing realization that such values were earlier created by religious education but India, being a country of diverse culture, religions and creeds, cannot adopt any religious education. As such it has found the remedy by coining the idea of value education. Some more government constituted commissions and committees have recommended value education in different ways. However, the job oriented education system continues in more or less the colonial way since our Governments have still not developed vision and courage to completely overhaul our education system. Things are on the move now and we must join this movement as responsible parents, teachers, students, social workers and Government planners in our own interest. It is not sufficient to introduce 'Value Education' as a subject. We must also create a true value based environment in the schools/colleges and the society. Our co-ordinated efforts are bound to give us fruit during our own life span-fruit of shining India.

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