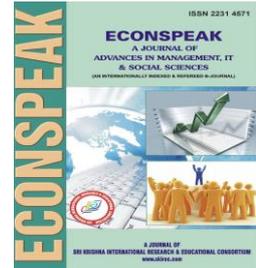




The Journal of Sri Krishna Research & Educational Consortium

ECONSPEAK: A Journal of Advances in Management, IT and Social Sciences

Internationally Indexed & Listed Referred e-Journal



Role of value Education in contemporary world.

Jan Tasleema, Roomi Rizwan, Gull Kulsuma

Faculty of Education, University of Kashmir, India.

A society to be stable to lead a life of joy, peace and serenity needs a firm foundation of morality. It needs its members to exhibit behaviour and possess conduct of universal law of harmony. But in today's technological world the values and morality of individuals achievement and position is preferred even if a sacrifice of values, ethics and morals is demanded for it. But for the universal harmony of our society it is essential to inculcate values and develop morals in children from their early years. One of the challenges before a modern teacher is how to make value education effective and interesting to the modern youth. The present-day youth with all its potential and good will to learn, seems to concentrate on all other academic subjects except value education. Every country develops its own system of education to express and promote its unique socio- cultural identity and also to meet the challenges of its time. Although the country has made rapid progress in various areas like scientific technology, economic infrastructure etc. but its value system has been declined. Therefore, Education is general and value education in particular occupies a prestigious place in modern context of contemporary society.

Introduction: Every country develops its own system of education to express and promote its unique social -culture identity and also to meet the challenges of the times. Although the country has made rapid progresses in various areas like scientific technology, economic infrastructure etc. but its vale system has been declined. Therefore, education in general and value in particular occupies a prestigious place in modern context of contemporary society. The problem value education of the young has assumed increasing prominence in educational

discussion during recent times. Parents, teachers and society at large are concerned about values and value education of children. We are witnessing tremendous value crises throughout the world today. A lackadaisical attitude towards values 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 value of human life and to rejuvenate the foundation of civilization.

Values are goals set for achievements and they motivate, define and colour all our activities cognitive, affective, conative. They are described as the socially defined desires and goals that are internalized through the process of conditioning, learning and socialization. The present education needs moral, spiritual and aesthetic values to be included in it. The culture and tradition can be preserved and transfer to the next generation by the help of value education only. Value education is much concerned with striving for person wholeness as well as generating a responsible attitude towards others and an understanding of wrong and right behaviour. The most constructive factor in value education is its purpose which encourages the child to explore the powers while offering living guidance and setting appropriate limits to behaviour. Value education helps in building and strengthening of positive sentiments for people and ideals. It should prepare individuals for active participation in social life and acceptance of social rules. Value education has to be included in various aspects of education. Attention needs to be paid by higher authorities to spare the importance of value education in society.

In the modern globalized society, there have been continuous and radical changes in the field of behaviour and values of youth which reflect important and high esteem in the society where they live, if properly maintained and applied. Thus, value education is essential to rejuvenate the moral degradation of youth to bring orderly sequences, security and progress of the youth with society. These impressions determine the positive behaviour to a given situations, which ultimately built the character, both individually and collectively. therefore, the problems related to human value should be re-established in a long-lasting way so that moral degeneration of youth in particular and society in general is checked.

As a result of quick economic growth, influence of western culture, over mechanization, urbanization and carving for materialistic life, there has been a loss of values and of the value system at the individual level and in the country as a whole. Materialistic needs and never-

ending lust to earn more and more by putting in less and less efforts, therefore have to be balanced by a value-based life and by inculcation of an attitude that earning money is for leading a respectable life and for helping others who are disadvantaged. Schools in democratic societies have traditionally been accepted to reinforce the basic values of societies and to initiate young people into traditions of critical thought.

Value degradation of youth is an important problem of contemporary India. Although its seed were rooted in long past. At that time, the problems were not as acute as its found in today's India. There are so many reasons of vault degradation among which realization of social values has been playing crucial role. In addition, ongoing social problems have significant imprint in increasing value degradation of youth with passage pf time and space. In past social organization of the then society played responsible role in forming and implementing value based moral responsibilities. But society at present has been experiencing conflict regarding value based moral degradation particularly of youth and in reality, it can nit, be denied that there is no ideology in the society which can bring them a value-based livelihood. Thus, value degradation is becoming complex gradually and demands agenda of discussion. There is no chance for today's youth to realize patriotism or nationalism by which respects to others as well as self-respect may be developed. History reveals that, youth played significant contribution in social development. The movement for Indian freedom, the movement for Italian freedom etc. bears the leading role in this regard apart from this, there was significant role of youth in establishing peace making processes of eastern Europe. But `unfortunately, it has to be mentioned that today's youth despite belonging to different political organizations never follow their own ideology, side by side, the political parties motivate them to do violence and terror in places to fulfil their interest. This has directly been bringing both moral degradation of youth and social deterioration as well.

National policy on education 1986(NPE) declares, "that the growing concern over the erosion of essential values and on increasing cynicism in society has bought to focus the need for readjustment in the curriculum in order to make education a forceful toll for the cultivation of social and moral values". According to national curriculum for primary and secondary education (1985) the crises of values our society is passing through, "demands more explicit and deliberate educational efforts to value development". The university education commission (1948- 49) recommended moral and spiritual instructions at the university stage. The committee on emotional integration (1961) mentioned that every student who takes up

science should have some background in the humanities and should study a compulsory paper on Indian cultural heritage, just as a student in humanities should hone some knowledge in general science. The UNESCO in its report of the integration commission in 1972 suggested that educational systems should encourage the promotion of the values of world peace, international understanding and unity of mankind.

Values shape the personality of an individual. They enhance the finer side of his potential. They help him to live harmoniously and graciously which when kindles with torch of learning would make him realize the responsibility she owes to society. They are linked to the behaviour that exposes the inner life of nation. Values are concepts that concern, comfort and promote and protect life. They foster peace, order, dignity, beauty, grace and delight.

Some values are considered to be higher than others. on the basis of few investigations, it may be said that knowing that the individuals value hierarchy, we may know and asses the individual better as a person. theoretically once value must constitute an important source of behaviour motivation. Values form an important part of culture of a society. Values account for the stability of the social order. The value of society provided goals or end for its members. To aim for these ends are to be persuades in different content and situations, if the dominant value is present in any person then it excepts all the individuals to become successful at school, at works, at sports and life in general. The emerging value system has a rank ordering of values along a continuum which reflects the relative importance of the, therefore each value relates to a series of higher values.

REFERENCES

1. Ahmad, Sayed Salman (2004) religious attitudes, Beliefs and values, Journal of Indian psychology, vol.222 pp20-35.
2. Ali Aasghar Zakavi,S.h. Hosseini Religious Attitude of Students of Mazandaran university of medical Science, journal of Mazandaran, university of medical sciences, vol. (18), pp 88-91
3. Dhandapani, S. (2004) A Text of advanced educational psychology, second edition, Anmol Publication Pvt. Ltd.
4. Dash B.N (2007) Encyclopaedia of Education; Dominant Publishers New Delhi VALUE inculcation among college students, The educational review vol.46: No. 2NEWDelhi;NCERT.
5. <https://www.educationforallinindia.com/1949%20Report%20of%20the%20University%20Education%20Commission.pdf>
6. http://www.ncert.nic.in/oth_anoun/policy_1986_eng.pdf
7. http://www.unesco.org/education/pdf/15_62.pdf
8. https://en.wikipedia.org/wiki/National_Integration_Council
9. <https://www.stem.org.uk/resources/collection/3201/national-curriculum-science>
10. Kalra R.M. (2003) value-oriented education in schools' theory and practice, shipora publications New Delhi (p-1-3)
11. Kapoor Archana (1995) value changes in secondary school students: An experiment study Indian education abstract; issue (1) New Delhi.