

**VALUE RESTORATION: VISION AND ACTION****Uday Singh, Ph. D.**

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**Abstract**

*Prevalent separatism, occasionalism, racism, violence, religious fanaticism and negligence of laymen by so called educated people show that our education has failed in achieving its goal of its inculcating human values among the students. National Policy of Education has also emphasized that the growing concern over erosion of essential values and an increasing cynicism in society has brought to force the need for adjustment in curriculum in order to make education a forceful tool of cultivation of social and moral values. For all round developments of student personality, the aims of education should be characterized under two heads- long term goals and short terms goals. Physical, mental and economic development etc. should be defined as the short term goals and social, moral and spiritual development as the long term goals of education. The long term goals should be given preponderance over short term goals, contrary our prevalent system in which short term goals seem preordering over long term goals]*

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**1. INTRODUCTION:** Man is value oriented by nature. He can't remain slave of his instincts forever. After fulfilling his essentials basic needs man naturally orients to live value based life by controlling instincts with his wisdom and intelligence. Man's orientation to live value based life enables him to come out of petty circles of bio-sensitivity and then he starts to search the Boundless and the Omnipresent. Finally, all this results in the civilization and culture. Infact, human culture and civilization is the result of the values of education" (Pandey-1990). With the rapid changes taking place in all spheres of human life, more and more hastened by scientific and technological developments, the ages-old-cherished values have started withering away. Though these developments have paved path for equality, quality and society justice for each and every individual of the society, yet leaded specifically to the man towards the single

materialistic pursuit. Individual is no more becoming a human now rather he is acting like a robot with the sole aim of acquiring material wealth even the cost of human values.

During the post-independence era various political, social and economic changes has taken place in India. In the influx of changes human values have continuously been neglected and so values are undergoing a serious turmoil, today. Though our constitution has enshrined in it the goal of establishing a qualitative society based on the values of freedom, equality, social justice and universal fraternity yet, nothing remarkable could be achieved. Education can be helpful in achieving these goals. But the education that is meant for all round development of personality seems to be neglecting the development of moral, spiritual and emotional dimensions of personality. Thus, the required human values are rapidly deteriorating. Youth are unable to discriminate between right and wrong, moral and immoral, just and unjust and between valuable and valueless. This is happening obviously because of prevalent value deterioration because “the process of selecting better alternative is the process of value” (Pandey and Mishra, 1991).

It's not easy to define the term 'value' perfectly, although many scholars have tried to do so. Actually, it stands for the inner human qualities the essentials or the spirit, even the single drop of what make human activity valuable may be called values. According to Allport “values are human belief on the basics of which man acts by giving preference”. Values are rooted in lowest layer of the innermost part of human personality. No human action is out of the sphere of his value system. According to Katiyar (1998) “These are evaluated aptitudes which regulate all behaviors”. According to Tiwari and Singh “value may be defined as that preference based internal regulatory system of human behavior which is adjusted with the internal nature of the individual as well as with the established social norms.

Thus, values are the norms on the basis of which man decides whether his deeds are proper or improper, just or unjust and right or wrong. Values are concerned with the likes and dislikes of the individual. Thoughts and actions liked by an individual are given higher values (preference) and vice versa. Values are always positive and directed towards the ideal. So far the liking or disliking of the individual is concerned, all his liking or disliking is not valuable because the adjustment with established social norms is prerequisite for the values.

2. **THE VISION:** In ancient India, human life has been a fine composition of “Tyag and Bhog”. The purpose of life was defined by the ‘doctrine of Purusharth’ which laid down the hierarchy of four ends of life e.g. Dharma, Artha, Kama and Moksha. The ‘Kama’ was the lowest in hierarchical order and was subordinate to Artha. Both the Artha and Kama were regulated by Dharma. The Dharma was defined as a way to Moksha – the final liberation. The Moksha was the ultimate goal of human life and ultimate objective of education, as well. But in prevalent society the condition is very pitiable. The Bhog and the Artha are being emphasized more and more at the cost of Tyag and Dharma. We have forgotten the importance of values for peaceful human life. We have forgotten that life devoid of human values leads but to the physical goals, conflicts, personality distortion, unwanted deviation in behavior and deculturization etc. culminating ultimately into the humiliation for the humanity and for the nation, as well. Highlighting the significance of human life, once the Bundstag (German Parliament) has declared that –“Germans have been humiliated not because they were under educated but because they were over educated without values”.

Due to value deterioration, different types of problems are visible in each and every walk of human life. The common man is groaning under the rampant weight of corruption, nepotism and fanaticism. The vicious designs of selfishness, exploitation, hypocrisy and fanaticism are common phenomena, today. Our education is not aiming at ethical, moral and spiritual development. Actually our social system is on the verge of total collapse. Recognizing the need as well as importance of values in human life, Kothari Commission (1964-66) has said “Modernization, if it is living force, must drive its strength from the strength of spirit and knowledge. The lack of essential values is dangerous. The weakening of social and moral values in younger generation is creating many social and ethical conflicts. It is therefore, necessary and urgent to make education value-oriented. Unfortunately, nothing remarkable could be done for the implementation of the recommendations of various commissions and committees. As a result human values are suffering seriously in our Indian society today. It seems that our education has failed to inculcate effectively among the students the values like morality, spirituality, co-operation, co-existence, quality, equality etc. The values like the truth, beauty, welfare and universal fraternity have lost their sense. Prevalent separatism, occasionalism, racism, violence, religious fanaticism and negligence of laymen by so called educated

people show that our education has failed in achieving its goal of its inculcating human values among the students. For petty materialistic gains men do not hesitate even to commit murders. For the most of youngsters the terms like duty, punctuality, accountability and honesty have gone almost meaningless. To a large extent, teachers too are responsible for it. They have failed to provide students with role models. According to Devenathan-(1996), “The lacuna, lies with the teacher in particular and the elders in general. What a teacher advocates to his pupil, is hardly practiced by the advocator himself”

In such circumstances, our system of education is producing but mostly shrewd, cunning and self-centered intellectual almost devoid of sympathetically feeling for the woes of common man. What more almost all that is valuable has gone valueless, today. The vision may be summed up in the words of Bhagwan Baba (1989), “Wealth is worshiped like god. Pride has become creed. Selfishness is entrenched in the intellect. The ego is flaunted and ego is flaunted and desire has become an adornment. Righteousness has become mere a figurehead in the world. Compassion has dried up. Gratitude has wanted. Hypocrisy has become the hallmark of life. Love and affection have become lustful afflictions. The scripture are disregarded.....In the age of Kali these have become the qualifications of educated persons”.

3. **THE ACTION:** Present condition of value deterioration is not sprigged up suddenly, rather, is the result of continuous negligence of values. To avoid inevitable collapse of social system, we must have to make serious attempts for the restoration of values, among the younger generation. But how to restore the values is a hard crux. The perfect solution lies neither in drifting away from system of education, nor in impracticable total change rather it lies in re-engineering the education by incorporating in curriculum the components which it lack. National Policy of Education (1986) has also emphasized that “the growing concern over erosion of essential values and an increasing cynicism in society has brought to force the need for adjustment in curriculum in order to make education a forceful tool of cultivation of social and moral values”. According to Sri Praksh Committee on religious and moral instruction (1959) “Many ills that our world of education and our society as a whole suffering today resulting in wide spread disturbance and dislocation of life are mainly due to the gradual appearance of the hold of basic principles of religion on the heart of people.....the only cure, it seems to us, is in the

deliberate inculcation of moral and spiritual values from the earlier of our lives.” Thus, for value restoration, we need education system is capable of transforming students’ mind through ‘three Ds ‘of discipline, duty and devotion capable of synthesizing ancient wisdom with modern knowledge, as well.

Whole of our education system, in general, needs immediate value orientation. Although value based education cannot be denied at any level of education, yet value orientation of education should be emphasized during adolescence period. It is because at this stage they are Imaginative, creative and full of extra energy. They are the Idealist to the core of their heart. They want something valuable to imitate, it is the period when the Individual philosophy of life develops and the students reach to threshold of becoming complete member of the society. The adolescence period, being the transition period from childhood to adulthood should be handled carefully in value based educational and social atmosphere.

The components promoting the ideas of non-violence, truth, honesty, ‘Aparigrah’ etc. should be emphasized in curriculum. Conscience should be awakened against prevalent choose leading to degeneration and disinfestation of society and of the nations, as well. More and more preponderance in the curriculum should be given to ethical and moral values so that students could realize that the essence of it is in universal fraternity beyond the bondage of castes, creeds and sects. The youngsters should be enabled to realize the loftier realistic facts that though man cannot live without bread yet only bread cannot be the motto of human life. Being a wise and intellectual creature with creativity, emotions, sensitivity and spiritual spark in heart, the gratification of physical as well as of spiritual urges of man is equal importance. In fact, the moral and spiritual values should be kept intact so that the holy light of humanity not extinct from his heart, forever.

For all round developments of student’ personality, the aims of education should be characterized under two heads- ‘long term goals’ and ‘short terms goals. Physical, mental and economic development etc. should be defined as the ‘short term goals’ and social, moral and spiritual development as the ‘long term goals’ of education. The ‘long term goals’ should be given preponderance over ‘short term goals’, contrary our prevalent system in which ‘short term goals’ seem preordering over ‘long term goals’. The short termed goals should be treated like means to achieve the ‘long term goals’ of education. Today the means goals are being treated as the real goals and real goals – the ‘long term

goals' of education have been neglected. Our education system is required to be directed to achieve the long term goals through the means of short term goals.

All person related to the education system are required to make serious and healthy efforts to achieve the goal of value restoration among the younger generation. Through the circular and co – circular activities the spirit of communal tolerance self-respect, self-discipline and sense of duty etc. may be inculcated among the students. Moral education should be made compulsory at all levels of education. Humanities and literatures should be taught in all disciplines of education. Practical in science subject should be made helpful in developing among the students the values of being comply with truth and reality through preaching them to accept the reality in 'as it is conditions'. The value of sympathy, mercy, coexistence, well wishing for others and scene of beauty may be develop by including in curriculum the study of flora and fauna. Well organized co – curricular activities may play a vital role in developing among students the values of good physical health, healthy competition, and self-discipline and team spirit. Beginning of the school and collages with prayer and moral quotation the value of spirituality and morality may be enhanced very easily. Celebration of religious and social festival of all religion in schools can enhanced the spiritual, moral and social values among the students. Though emphasizing the 'Scouting', National Service Scheme, S.U.P.W., Community work etc., social values may be restored.

4. **CONCLUSION:** It is remarkable here that making education value based and re – engineering its curriculum do not seems enough for value restoration among the student. So far the value restoration is concerned the teacher should specifically be vigilant, hardworking and value – pruned in their behavior. Their behavior should present model, or idea before the students. They should decide previously that which particular value/values would be enhanced by the lesson they are going to teach their students. In short, whole of the school organizational climate should be made value oriented. Thus, with the serious and collective efforts of vigilant administrators, hardworking, value oriented, devoted and dedicate teachers, co – operative parent with revised curriculum with due emphasis on co – circular activities the striding value deterioration can be prevented and the values can be restored among the younger generations – the future of the nations.

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