SENSITIZATION OF STUDENTS ON GLOBAL ISSUES - I

(RESOURCES AND TECHNOLOGY AVAILABILITY, INEQUALITY, POVERTY AND VALUE CRISIS)

The life of a student is not about the grades, degrees and passing the examinations. It is something different. One of its prime responsibilities is to serve the society he is a part of Therefore, it is very important for colleges and universities to imbibe a basic sense of social responsibility and sensitize students to social causes and issues. Students also required to have knowledge of current global issues and problems. There is a need to sensitize them about these issues. It will make students efficient inside and outside the school.

MEANING OF SENSITIZATION:

Generally, sensitization is an attempt to make oneself or others aware of and responsive to certain ideas, events, situations or phenomenon.
Sensitization is the process of making someone sensitive, sensitization is also the process of making someone react to something that previously had no effect. In this meaning, sensitization is change of mind.
More specifically, sensitization is the process of a subject becoming very sensitive to a stimulus such that it builds an amplified response to the stimulus. During sensitization, the action may be completed increasingly faster and in a more exaggerated way.
Sensitization happens when a stimulus is repeated frequently. De-sensitization happens as a subject becomes a customized to a stimulus and consequently response less to it.

SENSITIZATION AND AWARENESS:

Sensitization is a completely different word to awareness. Being sensitized to something is becoming allergic to it by being exposed to it. If you are stung by a bee, you can become sensitized to the venom, and next time you are stung, you get a serious reaction.
Being desensitized is the opposite, it is when you have been exposed to something so much, you do not react to it any more. For example, metaphorically people can become desensitized to health messages if they hear them all the time, they just stop listening, and ignore them.
It is nothing to do with being made aware of it.
To sensitise can be used reflexively and it does not mean to make aware of''. To create awareness is to make people aware. To sensitize the public is to make them sensitive. There is a difference between knowing and caring.

GLOBAL ISSUES:

Informally, a global issue is any issue that adversely affects the global community and environment, such as environment issues, social issues, political crises and economic crises.

Definition and Characteristics

Global issues are those that have, or hold the potential for, far reaching impacts on large number of people:

1. Global issues are trans-national or trans-boundary in that they are beyond the capability of any one nation to resolve.

2. Global issues are persistent or long activity, in that they may take years, decades or even generations to be fully felt, and may require similar time frames to be resolved.

3. Interconnected-Global issues are interconnected, which means that a change in one-whether for better. or worse, -exerts pressure for change in others.

4. Global issues may literally determine the future of the human species. They impact virtually all social, environmental, economic, health and security concerns. And those concerns are in themselves, global issues.

Role of Education

It is education that plays an important role in helping our students to understand global issues, see the connection to their own lives, senstilize them and empower them to create a sustainable world.

1. **Human Capabilities:** Education provides "human capabilities". In the words of economist Amartya Sen - "The essential and individual power to reflect, make choices and steer towards a better life."

2. **Global Values:** Education is a major tool for developing a sense of shared global values that may help to spare next generations unnecessary, obsolute tensions between civilization.

3**. Sense of Global Citizenship:** Education is key to building the sense of global citizenship that global problem- solving requires.

4. **Sensitization to Global Issues:** Education sensitize human mind not only to productivity growth but also to improved health, to the ability to understand the need to care for the natural environment, and even to population stabilization.

5. **Sustainable Growth:** Education is one of the most powerful instruments for reducing poverty and inequality and for laying the basis for sustainable growth.

6. **New World Economy:** The new world economy, With its knowledge intensity, requires a leap forward in each country's education effort-from primary to higher education, and even to lifelong learning and the accreditation of competencies.

If that does not happen in a very large number of countries, expect even greater inequalities between countries over the decades to come.

Hence, global issues will be easier to solve if education is successfully tackled at a global scale. So, the just urgent global task is to help, build or rebuild basic education worldwide. More sources are urgently required to boost both the quantity and quality of basic education because education can either be a great equalizer or a great divider.

Here some important global issues will be discussed.

RESOURCE AND TECHNOLOGY AVAILABILITY INEQUALITY

There exist a big inequality in the form of resources and technology availability among the different nations of the world. This inequality is among countries (global) and within single country. It is big global issue of the time. This inequality leads to rich and poor countries classification of the world. It has other implications, on the average life of the people residing in those countries.

Resource Inequality

Resources are materials found in the environment that humans use for food, fuel, clothing and shelter. Resource distribution refers to the distribution of resources, including land water, mineral, fuel in general among corresponding geographic entities like states, countries or nations. This distribution of natural resources depends upon many physical factors like land, climate and altitude. It is unequal because these factors differ from place to place on the earth.

For example, low latitudes i.e. countries near to the equator, receive more of the Sun's energy and much precipitation-while higher latitudes that are close to the poles, receive less of the Sun's energy and too little precipitation. Similarly, the plains offer flat landscapes and fertile soil for growing crops, while steep mountains and dry deserts are more challenging. Metallic minerals are most abundant in areas with strong tectonic activity, while fossil fuels are found in rocks formed by disposition. As a result, resources are distributed unevenly across the globe.

Implications/Consequences of Uneven Resource Distribution

1. Human Settlement and Population Distribution: People tend to settle in places that have the resources they need to survive and thrive. Water, soil, vegetation, climate and landscape etc. are some geographic factors which most influence the settlement of people at a place. For example, Africa and Australia have fewer of these geographic advantages, they have smaller population than Europe and Asia.

2. Economic Activities: Economic activities in a region are directly related to the resources available in that region. It includes farming, fishing, oil and gas production, mining and tourism, etc.

3. Trade: Some countries may not have the resources but trade enables them to acquire those resources from places that do have these. For example, Japan is a country with very limited natural resources. It has no coal or iron mineral, but its. people have developed their trade capacity. The result of trade is that Japan has enough wealth to buy the resources it needs.

4. Human Migration: It is generally seen that large groups of people often migrate to a place that has the resources they need, and migrate away from a place that lacks the resources they need. Westward movement is an example of historical migration related to the desire for land and mineral resources.

5. Conquest, Conflict and War: Many historical and present day conflicts involve nations trying to control rich- territories. For example, European conquered India for its resources. Similarly the desire for diamond and oil resources has been the root of many aimed conflicts in Africa and South Africa.

6. Standard of Living: The well-being and wealth of a place are determined by the quality and quantity of goods and services available to people because natural resources are a key component of goods and services. This gives a tag of higher or low status of living to a country.

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Technological Inequality

It is important to understand that while resources are very important for the welfare and status of a country, it is not the presence of or lack of natural resources within a country that makes a country prosperous. In fact, some of the wealthier countries lack natural resources, while many poorer countries have abundant natural resources. For India, it is usually said that "India is a rich country with poor people." means that it has much natural

resources, still it is a poor country. In fact, it depends on two factors that a country becomes rich:

1. What resources a country has access to, and

2. What the country does with them i.e. the efforts and skills of workers and the technology available for making most of those resources. It means technology advancement is used to fulfill the scarcity of the natural resources. Many countries of the world today are rich due to their advancement in technology field. Therefore, it is technology that creates inequality among the rich and poor countries.

Some of the advantages of technology to the world are given below:

1. Access to Basic Services: Technology has enhanced productivity, accelerated economic growth, enabled knowledge and information sharing and increased access to basic services.

2. Help in Economic Growth: Technology, together with the opportunities provided by trade and investment for capital accumulation and productive transformation, has helped to achieve an unprecedented level of economic growth in Asia and the pacific, enabling several countries of the world to catch up with developed nations.

3. To Reduce the Impact on Environmental Degradation: Technologies play a critical role for reducing the impact of environmental degradation and disasters which disproportionately affect the poor.

4. To Reduce inequalities in opportunities: The potential of technologies to reduce inequalities in opportunities is vast but is not automatic. It largely depends on the capabilities of the poor to access and use technologies and solutions that respond to their needs.

5. Benefits to People: The developments in technology have brought enormous benefits to almost all people. Most people today have access to goods and services that were once luxuries enjoyed only by the communication, nutrition, sanitation, health care, entertainment, and so on. in transportation,

Widening Inequalities

1. But, on the other hand, the very behaviour that made it possible for the human species to prosper so rapidly has put us and the earth's other living organisms, of new kind of risk. Technology is making the world more unequal.

2. Inspite of economic growth, which led to the creation of millions of new jobs, income inequality has been growing sharply in most parts of the world. This inequality is the single greatest threat to social stability throughout the world. Development of technologies contribute to the increase of labour productivity, replacement of job positions by robots and automatic machines, which can further exacerbate social inequality. Stephen Hawking has remarked that technology is making inequality.

3. Technology has widened inequality as countries differ in terms of investments, policy support or technological capabilities or because technology is skill and capital biased. In fact, the impact of technology on inequality is country specific.

On the whole, technology can't be considered as its main culprit in the rise of inequality. Blaming technology is merely an excuse to abdicate responsibility. Technology does not cause income disparity but enables increased efficiency and wealth creation. The problem is

how we choose to distribute the wealth and benefits of increasing efficiency. So for, we are not really. Sense doing a good job in this department.

This knowledge of sources of technology inequality among the different countries of world will sensitilize the students to see this global issue in true perspective. While deciding the issue, both the negative and positive points should be taken into consideration. Only then we can make a true and right decision about this global issue.

Sensitization of Students on the Global Issue of Resource and Technology Availability

Technology is everywhere entwined in almost every part of our cultureIt affects how we live, work, play and most importantly learnWith the resources of technology such as - mobile and other wireless devices are becoming an increasing requirement across every industry today. It is important to acknowledge that students are already interested and engaged in using technological resources. This creates many amazing opportunities for the students to benefit from integrating some forms of technology in the learning process.

It is the need of the hour to sensitize the students on the issue of resources and technology availability. When technology and other resources are integrated into lessons, students are expected to be more interested in the subjects they are studying. Availability for resources and technology provides different opportunities to make learning more fun and enjoyable in terms of teaching same things in new ways. For instance, delivering teaching through gasification, taking students on virtual field of trips and using other online learning resources. Availability of resources and technology can encourage a more active participation in the learning process which can be hard to achieve through a traditional lecture environment. So, it is a prime necessity to sensitize students on the issues of availability of resources and technology availability:

1. To improve knowledge retention: Students who engage and interested in things they are studying, are expected to have a better knowledge retention. Technology andavailability of other resources help to encourage active participation of the students in the classroom which is very important factor for increased knowledge retention.

2. To encourage individual learning: No one learns in the same way because of different learning styles and different abilities. Availability of resources provides great opportunities for making learning more effective for everyone with different needs. For example, students can learn at their own speed, review difficult concepts or skip ahead if they need to use technological resources which can provide more opportunities for struggling or disabled students. So, students should be sensitized to broad range of resources to conduct and manage different things in different ways.

3. To enable students to learn useful life skills through technology and human resources: By using different resources, students can develop skills essential for 21st century. Students can gain the skills to be successful in the future. Modern learning is collaborating with others, solving complex problems, critical thinking, developing different forms of communication and leadership skills and improving motivation and productivity. So, students should be sensitized to develop many practical skills including learning to differentiate reliable from unreliable sources in different fields.

4. To encourage collaboration: Students can practice collaboration skills by getting involve in learning activities. Learning resources recreate or provide variety of learning situations. Collaboration of resources and technology must be capable and meaningful for the proper realization of learning objectives. Students should be ensured that learning resources are simple enough to understand any concept and enhance the new concepts of learning. Students must know that it gives them opportunity to enhance the interaction with their classmates and instructors by encouraging collaboration.

5. To make them responsible: The use of technology and resources helps students to be more responsible. By using any resource or by owning own device and borrowing the device in the school gives students the opportunity to improve their decision-making skills as well as taking ownership of a valuable device. By taking the responsibility, students can learn in a better way.

6. To empower the students to be more creative: The use of resources transforms the learning experience. Students have access to an incredible amount of new opportunities. This process enables the students, it will be better to learn in terms. Technology empowers students to be more creative and be more connected.

7. To sensitize the students for availability of natural resources: The quantity and quality of natural resources vitally affect the economic growth of a country. Among natural resources, we generally include the land area and the quality of soil, first wealth, good river system, minerals and oil resources, good and bracing climate etc. Students should be sensitized that a country's productive capacity largely depends on the natural resources available. Without a minimum availability of natural resources, it is idle to expect any sisal economic growth. But it may be noted that the existence of natural resources is not a sufficient condition of economic growth. Technological resources also play an important part in the economic development.

8. To give them skill training: If students require skills training that will be helpful in project such as interviewing or film making, just to name two- it is important to set aside time for this inside or outside the class. In these trainings, it may be helpful to rely upon colleagues or support staff who have the relevant skills.

9. To impart them ethical training: It is always crucial to ensure students to do no harm to their partners or those they represent. This may require special reading and discussions about potential ethical problems associated with the project and how students should avoid them. When possible, it is useful to have community partners participate in these discussions to help, sensitize and inform the students about the ethics and to enhance mutual trust.

10. To ensure learning: Another common worry is that students are not be prepared well enough to complete a community based project successfully and this will limit the learning experience as well as fail in helping their community partner. It is therefore important to ensure students have all the preparation necessary to succeed while using resources and technological resources and to benefit from the learning experiences.

11. To prepare the students for life: The purpose of education is to prepare students for life. In the information age, our knowledge sharing economy is driven by the power of connectivity - changing the nature of learning resources and technology of hand in hand, creating new technology for students to collaborate, network and spread ideas. Incorporating real world connections into a lesson plan helps students to understand what and why they are learning and using resources that are useful beyond school and university. It's an approach that works for every curriculum to increase engagement in the learning process that students gain valuable insights into real life applications of the skills they are being taught.

12. To inspire creativity: To optimize the learning experience, use of different resources and technology inspires creativity, imagination and the pursuit of knowledge of students. By connecting classrooms to the real world, teachers should demonstrate the relevance of subjects and give students a vision of what's possible - providing a meaningful framework for both academic and personal development. Increasing engagement through interactive education technology encourages students to become better learners, empowering self-initiated learning as they take an interest in what's going on around them and actively seek to satisfy their own curiosities.

13. To get current knowledge: Resources as well as technology help students to incorporate current affairs into education. It helps students to become aware of global issues and allowing them to make connections between what is being taught and what is happening in the real world.

14. To aware the students about deforestation: Through curriculum, students should be informed that there are many harmful effects of deforestation. The demands of an increasing population has resulted in increasing levels of deforestation. Current estimates state that the planet is losing 80,000 acres of tropical forests per day. Students should be sensitized that this results in loss of habitat for many species, placing many at risk and leading to large-scale extinction. Students should know that deforestation is estimated to produce 15% of the world's greenhouse gas emissions.

15. To encourage the students to control pollution: Fresh water is crucial to life on earth, yet more sources are being polluted through human activities each year. On a global scale, 2 million tons of sewage, agricultural and industrial waste enters the world's water every day. Students should know that water pollution can have harmful effects outside of contamination of the water we drink. Air pollution is becoming an increasingly dangerous problem, particularly in heavily - populated cities. The World Health Organisation (WHO) has found that 80% of people living in urban areas are exposed to air quality levels deemed unfit by the organization. Reducing air pollution exposure is largely a technical issue. Technologies to reduce air pollution at its source are plentiful, as are technologies that reduce pollution (by filtering it away from the emission source (end of pipe solutions). Examples of technologies to reduce air pollution include the use of lead free Gasoline, which allows the use of catalytic converters on vehicles exhaust systems. For trucks, buses and an increasing number of smaller vehicles that use diesel fuel, improving the quality of the diesel itself by lowering its sulphur content is another way to reduce air pollution at the source.

Students should know that acid rain comes as a result of air pollution, mostly through chemicals released into the environment when fuel is burned. Its effects are most clearly seen in aquatic ecosystems, where increasing acidity in the water can lead to animal deaths. Students should be sensitized that it also causes various issues for trees. Though it does not kill trees directly, acid rain does weaken them by damaging leaves, poisoning the trees and limiting their available nutrients.

16. To teach authentic engagement: Media literacy is an essential skill in 21" century, showing students how to differentiate between fake news and credible resources so that they can make more informed decisions to shape their understanding and contribution to the world. Consider getting students to conduct research using technology or other online learning resources as an important part of their education.

17. Encourage group work: Working in teams is very much beneficial for students. Problem based exercises that provide shared learning experiences are an opportunity for students to learn through discussion, thinking about the different issues such as issues on Global warming, inequality, poverty, resource and technology etc., clarification and evaluation of ideas. Students should be sensitized that the students who connect with each other and wider communities through social learning attain higher level of thinking and preserve information for longer than those working on their own.

Conclusion

New technologies in the classroom offer exciting opportunities for students to make meaningful connections with the outside world from the comfort and protection of their school environment. Nurturing in-depth understanding and a passion for innovation, today's educators seek to maximize learning experiences so students can develop the skills needed to navigate a rapidly evolving world. Environmental issues, natural resource use and social-

economic development problems should be treated as global, valuable in and of themselves and vitally important. The threat of the depletion of resources important for both social reproduction and industrial and economic systems makes us develop innovative solutions to rational resource management including resource substitution.

This type of sensitization of students is required, almost for all types of global issues discussed in this book.

POVERTY A GLOBAL ISSUE

Poverty is a global issue. Almost all the countries round the world are facing the problem of poverty, but there are some countries which are poorer than others like the under developing countries in Africa, Asia and Latin America.

Meaning and Definition of Poverty

Poverty entails more than the lack of income and productive resources to ensure sustainable livelihoods. Its manifestations include hunger and malnutrition, limited access to education and other basic services, social discrimination and exclusion as well as the lack of participation in decision-making. Unemployment and under-employment lies at the core of poverty:

1. According to Summer (2011)Global poverty can be defined as having no or very limited access to fresh water, medical facilities and education. However, the definition of poverty alternate from regions across the planet

2. Practically, poverty means not having enough money for basic needs such as food, drinking water, shelter or toilets.

3. In sociology-poverty is a social condition that is characterized by the lack of resources necessary for basic survival or necessary to meet a certain minimum level of living standards expected for the place where one lives.

People in poverty typically experience persistent hunger or starvation, inadequate or absent to and health care and are usually alienated from mainstream society.

4.

The most widely held and understood definition of day. But the absolute poverty measures poverty strictly in economic terms- earning less than $ 1.90 a World Bank goes beyond the amount of money of a person or family earns to expand the definition of poverty in the following way:

"Poverty is hunger. Poverty is lack of shelter. Poverty is being sick and not being able to see a doctor, Poverty is not having access to school and not knowing how to read. Poverty is not having a job, is fear for the future, living one day at a time. Poverty is losing a child to illness brought about by unclean water Poverty is powerlessness, lack of representation and freedom."

This definition of poverty encompasses living conditions, an inability to meet basic needs and are inaccessible.

Types of Poverty

Poverty is a chronic and debilitating condition that result from multiple adverse synergistic risk factors and affects the mind, body and soul. Poverty is a complex phenomenon. It does not mean the same thing for all people. It has many types.

1. Absolute Poverty: It is also known as extreme or abject poverty. It involves the scarcity of basic food, clean water, health, shelter, education and information. Families who live in absolute poverty tend to focus on day-to-day survival.

Robert Mc Namara, the former president of the of the World Bank has defined absolute poverty as "condition so limited by malnutrition, illiteracy, disease, squalid surroundings, high infant mortality and low life expectancy as to be beneath any reasonable definition of human decency." This type of power is rare in developed countries of the world.

2. Relative Poverty: This type of poverty is known as relative because it is relative to the average standard of living in that person's society. What is considered high income in one 124 country could be considered middle or low income in another. Hence, it is a measure of income inequality. Usually, it is as the percentage of the population with income less than fixed proportion of medium income. It is widely used to measured measure to ascertain poverty rates in wealthy developed nations.

3. Situational Poverty: It is a temporary type of poverty and is generally caused by a sudden crisis or loss. Events causing situational poverty include environmental disasters, divorce or severe health problems. The fall of the economy can also be considered an event that could cause situational poverty.

4. Generational Poverty: This type of poverty involves the birth of two generations into poverty. Because they were born into this situation, they usually don't have the tools to help to get themselves out of it. This type of poverty is also called chronic poverty because it is inherited by household.

5. Urban Poverty: It occurs in areas with population over 50,000. Overcrowding, violence, noise and poor community help programmes, make it even more difficult for people suffering of this type of poverty to get out of it.

The urban poor deal with a complex aggregate of chronic and acute stresses and are dependent on often inadequate large- city services.

6. Rural Poverty: It occurs in rural areas with population below 50,000. In this area, there are less job opportunities, less access to services, less support for disabilities and quality education opportunities. In rural areas, people live mostly on the farming and other menial work.

Poverty Line: Poverty line is the level of income below which a person is not able to meet his basic needs of life, It is different across countries and no two countries can have the same line. World Bank has defined $ 1.90 per day international poverty line in 2015. Previously it was $ 1.00((1990) and $ 1.25 in 2008.

In India, Niti Aayog (previously Planning Commission) is the nodal agency for estimation of poverty line in India. It is calculated on the basis of data collected by NSSO. Some famous committees appointed in India, has recommended this limit as follows:

(i) Suresh Tendulkar in 2011-12, recommended poverty line limit fixed at Rs. 27/- in rural areas and Rs. 33/- in urban areas. About 22% of the population lives below this line in India.

(ii) Rangarajan Committee (2012) raised these limits at Rs. 32 and Rs. 47 respectively recently and worked out this line at close to 30%.

According to United Nation Development Programme Administrator Achim Steiner, India have lifted 271 million people out of poverty in just 10 years period from 2005/06 to 2015/16

In 2019, only 46 million people out of 1.3 billion people live below poverty line due to the efforts put in by the Indian government to end extreme poverty.

Tribal people, Dalits and labour class including farm workers in villages and casual workers in cities are still very poor and make the poorest class in India. 60% of the poor still reside in the states of Bihar, Jharkhand, Odisha, Madhya Pradesh, Chattisgarh, Uttar Pradesh and Uttrakhand. Most of these regions are either flood-prone or suffer from calamities.

Causes of Poverty in India SSERSENT

1. Heavy Pressure of Population: Population of 1.3 billion is a hindrance in the way of economic development.

2. Increase in Prices: Steep rise in prices has affected the poor people badly.

3. Unemployment and under-employment: Poverty is just the reflection of unemployment. Capital Deficiency: Shortage of capital for setting

4. Capital Deficiency: shortage of capital for settling up industry, transport and other projects, creates hurdles in development.

5. Under-developed Economy: Low rate of growth of economy is the main cause of poverty.

6. Net National Income: The net national income is quite low as compared to the size of population. Low per capita income proves its poverty.

7. Lack of skilled Labour: Unskilled labour is in abundant supply but skilled labour is less due to insufficient industrial education.

8. Rural Economy: Income in agriculture is low and disguised unemployment is more in agriculture sector.

9. Deficiency of efficient Entrepreneurs: In India, there is shortage of efficient entrepreneurs, therefore less industrial development.

10. Improper use of Natural Resources: Man power is abundant, but natural sources are not put in proper use.

In fact, high population growth rate is one of the major reasons of poverty in India. This further leads to high level of illiteracy, poor health care facilities, and lack of access to financial resources. Also high population growth affects the percapita income and makes per capita income even lower.

It is expected that population in India will reach 1.3 billion by 2026 and then India will be the largest nation in the world w.r.t. population. But India's economy is not growing at the same rate and pace. For this much population, near about 20 million new jobs would be required. Number of poor will keep on increasing if such a big number of jobs won't be created.

Prevailing social factors are also hindering the eradication of poverty in India. Some of the hindrances in this regard are the law of inheritance, caste system, society's evils and certain traditions etc.

Ways and Means to Curb Poverty:

1. Curb on rising rate of population.
2. Rapid economic expansion 3. Investments in human capital.
4. Targeted interventions to help the extremely poor.
5. Economic Reforms: Going by the empirical proofs, ing

it is now clear that the economic reforms of 1991 have helped the poor. There is need to move beyond the criticism of 1991 economic reforms.

6. **Redefining Poverty:** Poverty lines have to be recalibrated depending on changing in income, consumption patterns and prices. India needs to use the poverty line for middle-income countries which is around Rs. 75/- per day.

7**. Redistribution of Growth Dividend:** Economic growth should be made more inclusive so that it leads to alleviation of inequality.

8. **Direct income transfer to Needy:** It is an immediate solution.

9. Taxing wealth of rich people to fund amelioration ofpoor in the country.

10. By improving infrastructure and job opportunity in rural areas, migration to urban areas can be decreased and thus urban poverty can also be decreased.

11**. Focus to be Shifted on Public Goods rather than Subsidies:** The drive to eradicate poverty should now move on from ending hunger to make people able to take advantage of opportunities of growth by providing education, health, infrastructure and housing.

12**. Investment in Infrastructure:** It is needed to reduce the cost of utilities. China did so and witnessed a huge fall in the number of people in the poor category. More initiative, like 'Ayushman Bharat' which empower that people are required.

Continuous economic growth, curbs on population growth and political will of the rulers is necessary to eradicate poverty from the country through the implementation of various schemes.

Sensitization of Students on the Issue of Global Poverty

1**. Empowering Students:** There is a great need to empower students so that they become self-reliant from their skills that they have learnt.

2. **Aware of their rights and entitlements:** Students need to be made aware of their rights and entitlements, equipped with skills to make informed choice and negotiate for their rights.

3. **Self-help and volunteer organization:** Students should be given responsibilities to promote and support self help institutions and volunteers' organization to fight poverty eradication.

4. **Visit to Slum areas & Underprivileged people:** Students must have visits to slum areas so that they can feel the necessity of eradication of poverty.

5. **Through Education and Curriculum:** Education is the best way to eradicate poverty. They should be motivated to break poverty cycle through their education and Curriculum.

6**. Proper utilisation of natural resources & Environment:** To make them sensitize about optimum utilization of natural resources and environment so that they will not waste these natural resources. To develop the thanks feeling for the nature is also an urgent for sensitization.

7. **To realize their strengths:** To make students realize their strength and potentials to solve this global issue, to develop feeling to improve their life style by increasing income.

8**. People education/life skill education:** With life skill education, students can be sensitized so that they can care for themselves and their family. Students in high poverty areas are educated by teaching them life skills like power to go-to school, learn to read and write, how to grow food for their family just like the old saying, "Teach someone to fish and he will have food for a life time."

9. **To have better dreams for future:** Many people who are first focused on their daily survival and they are not giving the bright future to their children. Their children should be motivated for better and successful life and bright futureIn the words of Franklin & Roosevelt, "We cannot always build the future for our youth, but we can build our youth for the future."

10. **To reach their full potential:** Student should be sensitized to reach their full potential by working hard. It will save them from poverty.

VALUE CRISIS

Values are generally, long-term standards or principles that are used to judge the worth of an idea or actionThey provide the criteria by which we decide we decide whether something is good or bad, right or wrong.

Meaning of Value

Different views about the meaning of 'values' are available

1. Value literally means something that has price, precious, dear and worthwhile, one is ready to sacrifice for.

2. Values are principles, fundamental convictions andIdeals, standards of life, which act as general guide to behaviour or as a reference point in decision making.

3. It is a set of principles which guide the standard of behaviour. Values are desirable and give strength to person's character by occupying a central place in his life.

4. Value reflects one's attitudes, choices, decisions, judgments, relationships, dreams and vision.

5. Values are guiding principles of life which are conducive to all value development. These are like the rails which keep the train on trackWithout values, life will be chaotic.

6. Values are virtues, ideals and qualities on which actions and beliefs are basedValues are guiding principles that shape our world outlook, attitudes and conduct. The moral values present a true perspective of the development of any society or nation. Values tell us to what extent a society or nation has developed itself.

Some Definitions of Value'

1. *According to Rokeach.* "Value is an enduring belief, a specific mode of conduct, along a continuum of relative importance.

2. *R.K. Mukerjee-* Values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and aspirations.
Hence value means primarily, to price, to esteem, to appraise, to estimate. They are important and lasting beliefs or ideas shared by the members of a culture about what is good or bad and desirable or undesirable. They are also the principles, standards, convictions and beliefs that people adopt as their guidelines in daily activities.

Nature/Characteristics of Values

1. Values are ideas or beliefs that a person holds desirable or undesirable.

2. Values are different for each person.
3. Values are extremely practical and evaluation requiresnot just techniques but also an understanding of the strategic context.
4. These can provide standards of competence andmorality.
5. Personal values can be influenced by culture, tradition and a combination of internal and external factors.
6. These are relatively permanent.
7. Most of our core values are learned earlier in life from family friends, neighbourhood school, the mass-print, visual media and other sources within the society. ideas,
8. Values are loaded with effective thoughts aboutobjects, behaviour, etc.
9. Values can differ   from culture to culture and evenperson to person.
10. Values play a significant role in the integration and fulfillments of man's basic impulses and desire, stably and consistently appropriate for his living.
11. They are generic experience in social action made up of both individual and social responses and attitudes.
12. They mold the ideal dimensions of personality and depth of culture.
13. Values influence people's behaviour and serve as criteria for evaluating the actions of others.
14. They have a great role to play in the conduct of social life. They help in creating norms to guide day-to-day behaviour.
15. Values build up societies, integrate social relations.

Types of Values

(a) Values can be classified into two broad categories:

1**. Individual Values**: These are the values which are related with the development of human personality or individual norms of recognition and protection of the human personality, such as honesty, loyalty. veracity and honour.

2. **Collective Values:** These are the values which are connected with the solidarity of the community or collective norms of equality, justice solidarity and suitableness.

(b) Values may also be Intrinsic and Instrumental from the point of view of their Hierarchical Arrangement.

1. **Intrinsic Values:** Intrinsic values are related with goals of lifeThey are also known as Ultimate and Transcendent values. They determine the schemata of human rights and duties and of human virtues. In the hierarchy of values, they occupy the highest place and superior to all other values of life. Examples of this Terminal Values are Inner harmony, social recognition and a world of beauty.

2. **Instrumental Values:** They are lower than intrinsic values in gradation. These values are means to achieve goals (intrinsic values) of life. They are also known as incidental or proximate values. Character traits and personal characteristics such as being imaginative and independent, make up most of the instrumental values.

Values may be classified into: Universal, human, personal, family, socio-cultural, moral, ethical, aesthetic, spiritual, material, economic and pragmatic.

Importance of Values:

Values are general principle to regulate our day-to-day behaviour. They not only give direction to our behaviour but are also ideals and objectives in themselves. They are the expression of the ultimate ends, goals or purposes of social action.

Our judgements about what is desirable, beautiful, correct, proper, important, worthwhile and good, as well as what is undesirable, ugly, incorrect, improper and bad, are based on our values of life.

Values are important for the following reasons:

1. Values are goals set for achievements and they motivate, define and colour all our activities, cognitive affective and connective.
2. Values are the guideposts of our lives, and they direct us to who we want to be.
3. Values are the foundation for understanding the level of motivation,
4. It influences our perception.
5. Values help to understand what ought not to be.
6. It contains interpretations of right or wrong.
7. It implies that certain behaviours outcomes are preferred over others.
8. Values allow the members of an organization to interact harmoniously. These make it easier to reach goals that would be impossible to achieve individually.
9. Values influence our attitudes and behaviour.
10. Values and morals not only guide but also inspire and motivate a person, give energy and a zest for living and for doing something meaningful.

In this way, values are very important for our life. A society's well being and character defends upon the high values possessed by its members. Values also help us to grow and develop. They help us to create the future we want to experience.

VALUES CRISIS

A crisis is any event that is going or is expected to lead to a unstable and dangerous situation affecting an individual, group or society. Crisis are deemed to be negative changes in system. It means "a testing time" or an "emergency event".

Human values are the virtues that guide us to take into account the human element when we interact with human beings. Respect, acceptance, consideration, appreciation, affection, love, listening, openness are some of these human values. These are a tool to manage human relations and a tool for peace when the tension is high. A happy and good life can be lead in a society with the help of these human values.

Value crisis is when the practice of members of a society starts deviating from the values. When there is a general acceptance of corrupt practices and unethical activities, then the society as a whole is in value crisis. It is a serious matter and threat to accepted or basic values of human society. It will destroy the basic fabric of human society as it will create a new norm of acceptance of dishonesty, lies and immoral behaviour.

Values crisis is a global issue. In the contemporary world, there has been gradual deterioration of moral and ethical norms. Things are being justified in terms of ends and opportunities. Also, in India, we have started accepting retail conniption as normal and infact justifying it.

Causes/Reasons for Value Crisis

1. **Priority of Material over Values:** While measuring success or happiness of an individual, people give more priority to money, property, likability and power over the good will and

strength of character. A person with more wealth is perceived to be more successful and happy than a person with good character.

2. **Change of Ideology:** People has lost faith in ideology of "Simple living and high thinking" and slogan of the day has taken a new shape and form altogether, "higher the amount of consumption better is the quality of life". With the rise of 'isms such as selfish individualism, consumerism, materialism, our society has turned into a mere numerical collection of consumes who are devoid of all the good values required for a true human beingAt the individual level, the sole aim of all our striving is personal being and nothing else. This ideology is increased the process of value crisis among societies.

3. **Preference to Shortcuts:** Generally people want instantaneous success. They are not ready to be patient. This, sometimes divert them to wrong practice. For example, instead of working for long hours in offices, some prefer to earn money by gambling, crimes, corruption, etc.

4**. Common Good:** The concept of common good has taken a back seat in our societies. Steep decline in our right consciousness with a steeper decline in our duty consciousness has contributed towards the societal decay and disintegration. People have developed the tendency of double standard everywhere.

5. **Fear over Goodwill:** People give much more preference to have a dominating power over society, rather than to build a goodwill in it. Fear of a person on others, is seen as a positive reinforcement. That is the reason that some political parties give election tickets to criminals thinking they will sway the masses.

6. **Effects of Science and Technology:** With the advancement of science and technology, man himself has become a machine. He is spending more and more time with machines rather than with human beings. Emotions, feelings, values and manners are disappeared in human being. Hence, value issues crept in.

7. **Lost Faith in Religions:** Due to the advancement of science and new discoveries etc. people have lost faith in religion and spiritualism. They have lost interest in vague values put forth by religions because they consider them, useless in modern time. Scientific explanations of the religious values are not provided to them.

8. **Deterioration in Relationship:** Due to the rapid growth of scientific and technological development, the relation between teachers-students and parent-children has deteriorated. All the time, children remain busy in Internet facilities. As a result, the respect towards elders, our culture, moral and social values is lacking among our youths.

9. **Effect of Nuclear Family:** The growth of nuclear family in the modern society has influenced in creating the value-crisis among children. They are derived of the advantages of value-generating system by the elder members of the joint family.

10**. Lack of Proper Value-Oriented Education:** Lack of proper value orientation of educational system is also responsible of value-issues in Indian society today for the following reasons:

(i)   The present Indian Education system is reflecting more or less borrowed ideologies and philosophies and national values are being related to the background.
(ii) Our Education Institutions have become examination centres not value-centres. Parents have failed to bring up their children properly.
(iii) Teachers have failed in their responsibilities. The teachers, educators are not being clearly oriented to the national values, ideas and ideologies.
(iv) Our national leaders too have not set a good example.

(v) The newspaper, social media and electronic media frequently focus some of the occurrences which adversely affect the mind of younger generation. It drift them away from our culture values.

Effects of Value Crisis

1. The many ills that world society as a whole is suffering today are mainly due to the crisis of values. There is erosion of social, moral, cultural, economical and political values at all levels. It has lead to the spread of selfishness, unlimited greed, corruption, violence 136

and destruction, abuse of human rights, frustration and crisis of character.
The degradation of moral fiber is a problem of the entire social system. The whole social system will be destroyed gradually. It has become a serious threat to the society and mankind.

3. During the present decades, speedy erosion of moral, social and spiritual value has been creating hurdles in the path of progress of the nation.

4. In the changed social set-up, the definition of good morals has been questioned. Today, newspapers and other news media are flooded with reports of crime, violence, immorality, corruption, bribery, eve-teasing, cyber crimes, communal violence etc. Everyone reads such occurrences which are due to the value-crisis among the people. It has adversely affected the development of knowledge, creative attitude, positive thinking, literature, culture and formation of well- balanced personality of the future generation.

For remedy purposes, value oriented education is the need of the hour. Children should be imparted value-education in order to make them good human beings.

SENSITIZING STUDENTS TO THE GLOBAL ISSUE OF VALUES CRISIS

Students should be sensitilized to this global issue of values crisis in the prospectus of world realities. They should be taught to control value crisis in the contemporary world from their birth:

1. **Providing Related Knowledge:** Students should be provided proper knowledge about the problem of value crisis, its dangers to the society and world by giving proper examples and experiences.

2. **Narrow Materialism:** Students should be made aware of the advantages of values in human life. The narrow materialistic interpretation of happiness and good life might bring joy for a short time. But conflict in our actions and ethics will cause dispersion and misery in long run, which can harm development of a balanced personality. 3. Strategies to control value crisis are as under:

(i) Parents should be made aware of the importance of raising children with right values and that they should themselves become role models for their children.
(ii) Value-oriented education should be provided. Schools should have value lessons embedded in syllabus.

(iii) Code of ethics for organizations should be formal. Right ethical conduct should be rewarded.

(iv) Unethical behaviours should be curbed with tactical methods, in the beginning.

(v) People who are generally the victims in the society should be made aware of their rights. Dalits and women should made aware of their rights and ways to register complaints and get justice.

(vi) Popular leaders should use their appeal to inculcate good values in the society.

3. **The First School-Home:** It is the home that is called first school of children where values are embedded. The values parents follow are the values that will be copied by their children. So, the way out from this crisis lays firstly in the hands of parents; especially mother. Just like Abhimanyu, values were embedded in his mother's womb. As a building can't be strong if its base is not strong.

4. **From School:** The other responsibility to sensitize students about values crisis is lying on the shoulders of the school. Moral education at beginning of school level to every step in education is much required. Morning assembly should include prayer, meditation, good thoughts, talks by teachers, students, patriotic songs etc. Participation in cultural activities like dance, drama of different regions depicting unity in diversity must be made compulsory. National cadet corps and National service scheme activities must be made compulsory.

5**. Curriculum:** Indian education system especially its curriculum reflects more on borrowed ideologies. The present curriculum should reflect value orientation. It must provide enough opportunity for students to acquire them in their nature and become sensitive towards society. Merely putting compulsory papers on value education and to deliver lectures is not going to sensitive children anymore but need is to opt new strategies to give them practical experiences in the form of experiential learning.

6. **Teachers:** Teachers must be functional vehicles for imparting values to the students. Teacher's role is to put the child on the right path and to encourage him in his growth by watching, suggesting and helping with full love and concern. Personality of a teacher significantly and directly influences the students usually students follow and try to become the same as there teachers are. So, teachers must be a living epitome of values.

7. **Society:** The key to value oriented education is the society. It is our society only where innocent child opens his eyes. He sees world through society onlyAt every stage, the society acts as an agency of education (whether formal, non- formal and informal).

8**. Religion:** Children can be sensitized for certain values. through religion. Negative values such as hatred, mutual distrust, intolerance and violence are being changed into positive values through religion. It is the religion that could help in spreading the right kind of values that could generate social values like tolerance, love of truth, sacrifice, fellow-feeling an effective way.

9. **Value-oriented Projects:** Students can be sensitized by value oriented projects in the co-operation of their fellow- beings. They will learn by doing in the form of experiential learning. It can promote individual and social welfare, love, peace, goodwill and understanding.

10. **Visit to Orphanages:** Students can be sensitized by taking them to orphanages, old age homes, special schools etc. It can make them aware that there is more to life than just gaming. These programmes should also include extension activities and community' service by teachers and students that teach dignity of labour and selfless service.

11**. Effective use of Audio-video Aids:** It should be possible to develop audio visual capsules based on clippings of films and TV material showing virtues of honesty, integrity, compassion and selfless service. In addition, short films on real life examples from lives of great personalities like Mahatma Gandhi, Mother Teresa and Baba Amte will have much greater impact on young minds than sermons on morality.

12. **Parent-teacher Interaction:** There is an increasing need for regular parent-teacher interaction. Through such interactions, parents come to know certain undesirable traits in their child which can be traced to environment and relationship in the family. Once they come to know about it. they may be able to modify their behaviour at home before permanent damage is done to psyche of the child. Parents and teachers have to work in close contact and co-ordination for both inner values and outer success of child.

13. **Games and Sports:** Games and sports at zonal, district, state, national and international level sensitize students about the global issues of value crisis.

Conclusion

Children are our future. If we sit down and analyse how the future could be remoulded and recast, it is certainly through the children of today, the leaders of tomorrow, to face, lead and guide the world of future. The windows of their minds must let in new rays to re-establish the glory of our basic culture 'Satyam Shivam Sundaram'.