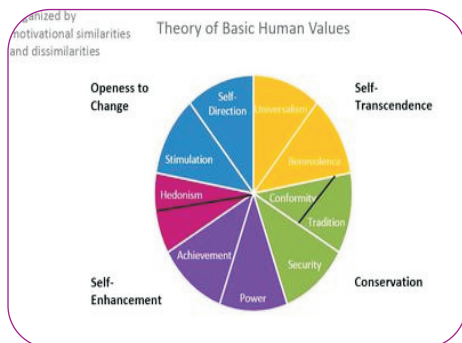




THEORIES OF VALUES CONCERN



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ABSTRACT :

Man is valuing animal or a valuing creature i.e. he is always interested in the relative importance of or worthwhileness of thing, of courses of actions, of principles, of conduct, of ideas etc. Value of a thing means its worth for us-its worthwhileness in the context of our living.

KEYWORDS : valuing animal, Subjective theory of value, Theories Of Values Concern.

INTRODUCTION:

Value is a conception of the desirable and it is in terms of this conception that we make our choices between means and between ends. Value means a thing which we appreciate.

Different Views:

There are two theories of values:

1. Subjective
2. Objective.

PARTICULAR IDEAS:

According to Subjective theory of value, value is something personal, biological, psychological, in other words, it is a function of our own needs, our own desires. This means that things do not possess values in themselves. They happen to possess values only if they satisfy our needs and fulfill our desires. Let us in brief have a look at the Education implications.

AIM OF EDUCATION:

Pupils will have the liberty etc to choose their own aims and objectives. You can't prescribe aims. Pupils will love to have those aims which they love to have. Aims can't be permanent either. Aims will differ from pupil to pupil-there will not be any universality.

CONTENT OF EDUCATION:

Content depends upon aims. As aims are not universal, content cannot be prescribed. Simple suggestions about the course can be given. It is for the pupils to pick and choose. No imposition can be there. It depends upon pupils to select and reject. You cannot even suggest the number of courses. In co-curricular activities, the pupils will go in accordance with their liking.

METHODS OF TEACHING:

The teaching will have to go by the wishes of the pupils. The method of teaching cannot be imposed either.

ROLE OF THE TEACHER:

The teacher will have to perform those functions in the school which are liked by the pupils. Teachers will have to conduct themselves inside the classroom or outside the classroom in terms of the likes and dislikes of the pupils. Even in the matters of discipline, nothing can be done in the area too which is against the wishes of the pupils.

THE MERITS:

The problem of motivation will stand solve. The students will feel automatically motivated because they will pursue the goals which they like and also because they will be studying such courses which command their liking. They will feel happy.

THE DEMERITS:

Everything is uncertain – aims, courses, methods. Aims can clash also. There is hardly any stability. Regarding discipline, you can expect chaos in the school if you are to go by subjective theory. The contribution of subjective theory of values is limited.

According to objective theory of values, value is not exclusively a psychological or biological phenomena. It is rather property of the things in themselves. Objects have certain attributes which make them valuable for us. If these attributes are universally recognized, the values become objective and public.

OBVIOUS EFFECTS:**Aims and Objectives:**

In terms of this theory of values, the aims of education should be such which command favour with the most of people. Thus the aims of education can be prescribed and pupils can be made to achieve them. It is not necessary that we consider the liking of the pupils.

Contents:

This makes us to the fact that when aims can be prescribed, contents can be prescribed also. This may or may not be liked by the pupils.

Methods of Teaching:

Such methods of teaching have to be employed which teachers universally consider better. Personal preference of students hardly matters. The relative merits and demerits of methods of teaching can be empirically and objectively determined.

Role of Teacher:

In terms of objective theory of values, teachers can follow those principles in their dealing with their pupils which most of them consider appropriate. It is not necessary to go after the subjective wishes of pupils. Teachers are at liberty to perform those functions which they consider are in the best interest of pupils.

Discipline:

The rules of discipline will be such which are favoured by all or by majority. Individual liking this will not count in setting up rules of discipline.

Our Education System lacks formal orientation in values. Result is chaos in society. Education has to be value oriented. In Teacher Education Colleges, at the B.Ed., level, a lecture or two on values should be a must. At the M.Ed. level, this topic is there but not considered very important. Result-Majority of the teachers do not

know as to what is meant by a value. If we want that pupils should pick up right values, then we have to live values. Teachers have set examples. It is minimum that is expected of them.

Values inculcate many qualities in children.

Education has main goals of social justice, of national cohesion, of scientific temper, independence and spirit of socialism. These goals are useless if there are no values. Good education is always value oriented but somehow we are neglecting values in recent times. Our personality is undermined. There is value erosion. Violence has increased in all walks of life.

Our outlook has to be changed, hence value education. We should be sensitive to values and we should have the ability to choose right values.

We have already listed eleven points in this connection as above. We shall like to add more. Prayer should be sung. Gandhiji said "Begin, therefore your day with prayer and make it so soulful that it may remain with you till evening".

Story telling can be there. The stories should be a mixture of fiction, biography, life experiences. Thought for the day should be written on the BB. It inspires one and all. Taking up special projects-organisation of sports and games, social activities and self-reliance programmes, attitude development and role plays are some of the important activities which are commanded as they have great potential for physical, emotional and psychic development. Depending upon the size of the institution, these programmes can be further elaborated.

Group Singing:

Singing and music have their own importance. Through Attitude test and role play techniques it has been found that students can be helped to develop values. Mass Media can be exploited.

CONCLUSION:

What is the method of inculcation of values among the students? The best method is by setting example himself / herself by the teacher. The child automatically imbibes the behaviour pattern of the teacher. The teaching and the behaviour should be full of values which we wish to develop amongst children. The negative side of behaviour is not to be reinforced. To be specific, the methods are Presentation of examples of self (Teacher). Discussion Dramatization Value Clarification Exposure to incidents full of values Films shows.

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