



## ISSUES AND CHALLENGES IN BASIC VALUES CONCERN

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### ABSTRACT:

**M**an 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. 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.

**KEYWORDS:** valuing animal, Issues, Basic Values Concern.

### INTRODUCTION:

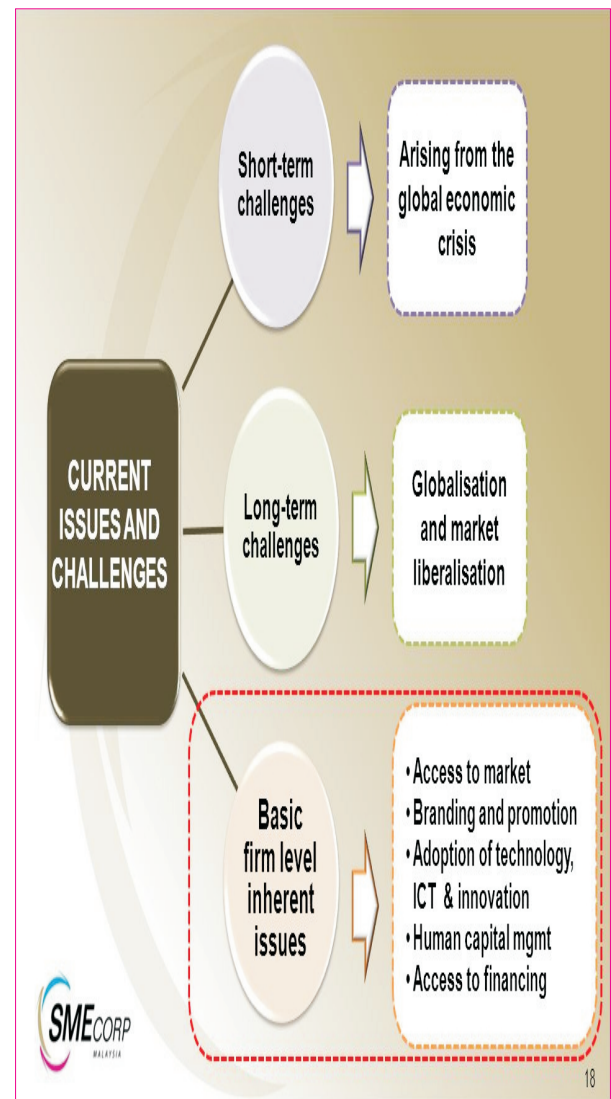
Each value is uniquely expressible-both by individuals and by groups. All values are cultural products i.e. we get our values from our culture. More specifically speaking, we get our values from our experience with the elements of our culture.

Values are not always expressed in very clear cut

terms. Many values continue to exist in a potential form or term and these are rarely expressed or verbalized. The development of values involve both conjunctive and affective processes.

### OBJECTS AND PURPOSES:

1. Values are the by-products of pursuit of aims e.g. if our aim is social service and we pursue this aim diligently and persistently, sincerely, we will automatically relies several values such as the need of co-operation among people, the awareness of their problems and difficulties, knowledge of the means that should be adopted to help them in overcoming their difficulties. Further our own sympathies will grow rich in all their dimensions and we will come to know the attitudes, the beliefs, the convictions that people have developed under the influence of culture to which they are expressed.
2. Since values are the by-product of the realization of aims, the aims are something bigger than values.
3. The worth of an aim also depends upon the number and quality of values that its attainment helps us in realize. It is quite possible that when we are pursuing any two goals, one of the two goals may help us realize



values that are higher than the values that we may succeed in realizing from the pursuit of other aim.

4. While setting up or fixing aims of education, it is only natural and right that we should think of relative values and ultimately our choice falls on those aims of education which, on the whole, are of higher or greater worth. Thus the consideration of value is perhaps the most important principle in establishing various aims of education.

5. Other aspects of education such as its contents, its methods, the system of evaluating the achievements of students are also virtually influenced by the consideration of their possible and relative values. Attempt is made to have a curriculum which carries maximum values and from this angle, the curriculum will be defined as a set of values to be conveyed to the new generation.

It may be concluded that the problem of values is the problem of utmost concern for teachers and educators.

#### **DIFFERENT ASPECTS:**

Values are of several kinds, such as biological and physical, economic or material, social, ethical, utilitarian, religious, intellectual, aesthetic, recreational, instrumental, intrinsic, relative and absolute. The kinds are simply several. We shall examine a few of these:

#### **PHYSICAL VALUES:**

Physical values are found in those objects or activities which are conducive to physical health and racial continuation e.g. Green vegetables have physical value for us because it helps us to keep sound health.

Mating is considered to be valuable biologically because it helps in the continuity of human race.

The point is that things which give us physical and biological satisfaction have physical and biological values.

Physical education enhances physical values. This aspect should not be ignored in our schools.

#### **ECONOMIC VALUES:**

The price of commodity in terms of money is its value. Different material objects carrying different amounts of value. The more scarce the thing is the more valuable it is. Many human activities in relation to different jobs, occupations or professions carry economic value.

#### **SOCIAL VALUES:**

Social activities and social assembly groupings which give us social satisfaction possess social value. Friendship has social value for us. Co-operation, respect for each other, marriage have social values.

#### **ETHICAL VALUES:**

The principles of conduct that give us moral satisfaction are deemed to have ethical value e.g. honesty, integrity; truth, sense of justice carry ethical values being gets satisfaction by acting morally.

#### **RELIGIOUS VALUES:**

Activities which give us religious satisfaction are religious values e.g. going to a temple, praying to God, singing bhajans – all these have religious values for us.

#### **INTELLECTUAL VALUES:**

They are possessed by certain activities which lead to our intellectual development have intellectual value. Acquiring of knowledge has intellectual value. The habit of independent thinking, reading books, free discussion have intellectual values.

**AESTHETIC VALUES:**

Those activities which lead to the appreciation of beauty so that we may enhance the beauty have aesthetic values. These lead to the development of aesthetic sensibility. Dancing, Painting, Poetry have all aesthetic values.

**RECREATIONAL VALUES:**

Those activities which break our monotony, tedium, boredom, possess recreational value-e.g. films, listening to music, watching an interesting game etc all these have recreational value.

**INSTRUMENTAL OR EXTRINSIC VALUES:**

Objects which are a means of achieving some goal, some end, possess instrumental or extrinsic value e.g. pen, copy.

**INTRINSIC VALUE:**

It refers to that value which is within the activity itself e.g. we may acquire knowledge for the sake of knowledge.

**RELATIVE VALUE:**

These values are those values which are relative to particular time and circumstances. These values continue to exist so long as those time and circumstances persist e.g. Singing war songs and sacrificing our times when our country is at war with some other country.

**ABSOLUTE VALUES:**

Values which are held good for all places, for all times and for all circumstances are known as absolute values e.g. Love for truth and knowledge is good for all times under all circumstances and at all places.

**RECOMMENDATIONS OF IMPACT VALUES:**

**Decisional Impact of objectivity:** The values which are objective are considered higher than those which are subjective. Objective values are those which are recognised by the public.

**Universality:** By universality we mean values which hold good everywhere or which are accepted by the whole world. The universal values are higher than particular values i.e. which are recognized by particular society.

**Frequency:** The values which we need more frequently are higher than those values which occur less frequently- all other things being equal e.g. Co-operation occurs more frequently than sympathy or co-operation carries more importance in social field.

**Productivity:** Values which are more productive are higher than those values which are less productive e.g. free competition (in economics) is more productive than restricted competition. Love is more productive than hatred. Divergent thinking is more productive than convergent thinking.

**Absolute Values:** They are higher than relative values. Absoluteness is thus the criteria.

**Intrinsic Values:** They are higher than extrinsic or instrumental values. Intrinsic values are ends in themselves but extrinsic value is a means to that end.

**Rareness:** Rare things are more valuable than other things – Gold is rare.

**Harmony:** Values that are in tune with one another are higher than those values which are in conflict or clash with each other e.g. There is an individual who loves only members of his community on the other hand there is

an individual who loves the entire mankind. The second man is thus a better man.

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