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**‘Healthy Lives and Promoting Well-Being through Olympic Value Based Education for All’**

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**Abstract:**

In today’s touch screen era of civilization the human are leading towards more and more sedentary lifestyle. To promote healthy living and well-being Olympic Value Based Education programme can be an effective way. This Review Study defends that as per need of the era emphasised by WHO and UN also the education must make us aware of the worldview of ‘oneness’, that *shanti* (peace) and *ananda* (happiness) are our own *swabhava*(nature), and through fulfilment of our duties, *kartavya-palan*, we can purify our mind, reduce our desires and experience the *ananda* within and create prosperity outside. Education must produce enlightened leaders who have spontaneous feelings of love, care and concern for all, a spirit of *tyaga* (sacrifice) and *seva*(voluntarily service), committed to duties and giving their best working for the good of society.

The human experiencing joy if their efforts, respecting living beings and their own body, playing fair to nature and fellow living beings, persuading excellence in performance though balance between their body will and mind ; will ensure healthy lives and ensure sustainable well-being.

**Key Words: Healthy lives, Well-being, Olympic Values, Education**

All living beings know that life is precious and important. We all protect our life because we care for it more than anything else. If life is so important, the values of life are even more important. Values are guiding principles, or standards of behaviour which are regarded desirable, important and held in high esteem by a particular society in which a person lives. The Importance of Values and Morals are the codes we live by in a civil and just society. They are what we use to guide our interactions with others, with our friends and family, in our businesses and professional behaviour. Our values and morals are a reflection

of our spirituality; our character. They are what we hope to model for our children and the children around us, because children do watch us as they develop their own sense of right and wrong. Value education means inculcating in the children sense humanism, a deep concern for the well-being of others and the nation. This can be accomplished only when we install in the children a deep feeling of commitment to values that would build this country and bring back to the people pride in work that brings order, security and assured progress. A person with proper values will not be afraid to face problems. He or she will expect and accept them as part of life.

Values in education are like what virtues make of a human being. Value education harmonizes the need for the student to achieve in a competitive world and the need to be compassion to his fellow beings. While society today faces many pressures and pulls of modern day advancement education with its competitive marking system is creating a market oriented society. Children are being groomed to be professionals to capture the top salary jobs in the market. All the same while it is necessary to teach the child to fish instead of giving him a fish it is values that make a man.

Why Values? There are at least two main reasons to combine values clarification and pedagogical competence development. The one most commonly presented is linked to the concept of health itself. As early as 1947, WHO defined health as «a state of physical, mental and social well-being, and not only the absence of disease and disability» (WHO, 1997,). This definition of health and its subjective emphasis on mental health and social well-being require that health professionals and also higher education programmes in health promotion conceptualize and define what a healthy life means to people (König&Mittelmark, 2008). To change the lifestyle of populations, various attempts to transfer biomedical conceptions and values about healthy living are common and prioritized politically in public health (Wistoft, 2007). These attempts often fail to recognize the individual, social or cultural values of healthy living. If the WHO's definition is taken seriously, health education must uncover the values of participants. Consequently, health educators must enforce their competences to involve people in the process of defining what a healthy life, a healthy family or a healthy community means to them. Health professionals often emphasize the efficiency justification, while health educators focus on the participatory justification. These justifications are not necessarily in opposition, but it is important to be aware that they are embedded in different rationales and values (Kruse &Wistoft, 2008).

We must love our own values in life, to build a strong character. It will help us to lead our life as it should be lead. It is very necessary for the fulfilment of life's purpose. In today's scenario our values have been discarded by the new generation in the upcoming of the new fashion. In such a situation it is very important for someone to lay down basic principles for us so that we may lead a brightened life, no matter the stepping stones of success hit us hard we on the basis of these principles can guide our life. Thus value education completes this need very easily with an impact on the young minds making the world a better place to live in. Value shapes our relationships, our behaviours, our choices, and our sense of who we are. *The more positive our values; the most positive our actions.* This is one of the reasons why value education is being taught or included in all type of education, because it plays a great role for student's becoming successful in their own choice of careers.

**Value Based Education:** Education is the vehicle of knowledge, self-preservation and success. Education not only gives a platform to succeed, but also the knowledge of social conduct, strength, character and self-respect. The greatest gift education gives us is the knowledge of unconditional love and a set of values.

These values include the simple difference between right and wrong, a belief in God, the importance of hard work and self-respect. Education is a continuous learning experience, learning from people, learning from leaders and followers and then growing up to be the person we are meant to be.

Value- based education is a threefold development of any individual of any gender and age, but most importantly of a child. Education tries to develop three aspects: physique, mentality and character. Even though physique and mentality are important, they are menaces without the third because character is the greatest of these. Education plays a huge role in precisely this area.

Value-based education is a tool which not only provides us a profession which we can pursue but also a purpose in life. The purpose of our life is undoubtedly to know oneself and be ourselves. We cannot do it unless we learn to identify ourselves with all that lives. The objective of education in a country like India, which has a glorious heritage and can boast of diversity in geography, culture, values and beliefs very rarely seen in this wide world, should be to educate a student of the value system which is indispensable to live successful life (Das, Sayan, 2008).

## **‘Knowledge without values is not only useless but is dangerous too for the society’**

Future growth in any country depends on its youth. Unfortunately, today’s youth is getting increasingly inclined towards violence, social evils and lack of respect towards world around them. We ourselves are to be blamed for this. Our existing environment including family system, education system and media including newspapers, T.V. etc is presenting them a skewed picture. Youth see that men with values are suffering in life. They are also getting swayed by modern sayings like, ‘*All is Well that Ends Well*’. They care only about end results and give no importance to ‘means’. Under these circumstances, value education is essentially required to provide motivation and guidance to our youngsters. Value education builds character which is beneficial for growth of both the individual youth and the society in general. It influences our decision making in life and helps us grow by building healthy relationships in society. People who become great statesmen, sports persons or business entrepreneurs have certain things in common. They are all vigilant about their surroundings. They all know how best to use what they have. They all believe in hard work and in doing things which are good for the society. Creation of such values in our youth is the end product of value Education. Recent crisis in ‘values’ in our youth has revived concern for value education.

**Role of Value Education** Value Education provides motivation and guidance to our youngsters. It builds character which is beneficial for growth of both the individual and the society in general. It influences our decision-making in life and helps us to build healthy relationships in society. The prosperity of a country depends on its men of enlightenment and character. At present, education is merely job oriented. It may secure you a job but it cannot guide you to lead your life. Education must teach a person what life is and what its goal is. It must purify the heart and clarify the vision. It must promote virtues to raise the moral, spiritual and social standards of the educated. **National Policy on Education (1986) on Value Education in India;** Recognizing the urgent need for value education the National Policy on Education(1986), in its Chapter VIII observed that,

**8.4** The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.

**8.5** In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.

**8.6** Apart from this combative role, value education has a profound positive content, based on our heritage, national and universal goals and perceptions. It should lay primary emphasis on this aspect.

Things are on the move now and we must join this movement as responsible parents, teachers, students, social workers and Government planners in our own interest. It is not sufficient to introduce 'Value Education' as a subject. We must also create a true value based environment in the schools/colleges and the society. Our co-ordinated efforts are bound to give us fruit during our own life span- fruit. Concrete steps are now being taken by different stakeholders in society and we all must join this movement to see a peaceful, tolerant and brotherhood in a very near future. Sport is the effective medium of value education or sport provides a wider platform to teach a person how to live values.

**Olympic Value Education:** Sport is more than just competition. It is a state of mind. The challenge of Olympic movement is to educate and encourage young people to practice sport, and to teach them values. Sport helps people especially young people, to escape daily concern to respect each other and to learn that rules exist and how important it is to respect them. Sport also brings hope, pride, a sense of identity and health, thus shaping the body and mind. This is precisely what the International Olympic Committee is striving to encourage and promote through its Olympic Values Education: using Olympic sport traditions and values as the context for teaching life values and skills.

The future lies in hand of youths and Olympic values serve as tool for healthy living and promote well being in interest and development of humanism. Some of Human Values as Olympic Values to connect humans worldwide are Joy of effort, fair play, respect for others, pursuit of excellence and balance between body, will and mind.

After negotiating for over two years, backed-up by a set of 169 detailed targets agreed to by nearly all the world's nations on 25-27<sup>th</sup> September, 2015 **United Nations** gave a set of **17 goals** for the world's future, through **2030**. Out of which the third goal is **Ensure healthy lives and promote well-being for all at all ages**.

The point of discussion and focus is how Olympic Values Based Education can ensure healthy living and promote well-being. When we implement; what changes / improvement

can occur. How it can promote well-being for all? How sustainable development considering environment can help in healthy life? As in Indian culture and scenario the in-depth growth of human is very high; human values are taught in our own traditional way which is complementary and supportive to Olympic Values.

Indian traditional education system teaches to follow YOGA as way of life similarly encouraging youth to live Olympic values as way of life results intellect healthy human. When we say YOGA a way of life ; the simplest is to follow 'AshtangYog' the eight fold path Yama, Niyama, Asana, Pranayam, Pratyahar, Dharna, Dhyana and Samadhi similarly when we say Olympic Values a way of life; the simplest is to follow Joy of effort, Fair play, Respect for others, Pursuit of excellence and Balance between body, will & mind.

### **How to introduce Olympic Value Based Education to ensure healthy lives and promoting well being:**

1. **Decide why you want to introduce values-based education** and what it is about. Five Olympic Values i.e. Joy of effort, fair play, respect for others, pursuit of excellence and balance between body, will and mind are principles, fundamental convictions, ideals, standards or life stances that act as general guides to behaviour or as reference points in decision making. Remember that the way you introduce values into your institution / organisation will be dependent on your particular context and the needs of your pupils.
2. **Method:** Audit your institution / organisation's institutional values. How are visitors greeted? How do staffs interact with each other? What do displays and the general care of the school say about the school's values? Such an activity will help focus attention on developing a positive school climate where values are seen as vital in underpinning the curriculum.
3. **Key Teachers / Coaches / Trainers:** Identify key teachers who will be advocating for the Olympic value based education work. These teachers, through their enthusiasm, commitment and "walking their talk" create the impetus which ensures that values lie at the core of the curriculum. When good practice areas are identified, they can be built on and extended.

4. **Teaching and learning** Values cannot be taught in isolation but the school can provide experiences and situations in which the school community can consider and reflect about values and translate this reflection into action in the lives of its members.
5. **Skills, knowledge, attitudes and understanding:** Decide the range of skills, knowledge, attitudes and understanding that you wish to develop in the pupils. Remember that you are encouraging the holistic development of the pupil. In our society people suffer from overload and fragmentation - forms of chaos! A values approach to teaching and learning creates stability and empowers the individual to be in control of his/her reactions to situations that otherwise could create a negative reaction.
6. **Daily provide some time and encourage students to:**
  - Plan schedule of activities
  - Identify priorities for the day, week, month, etc.
  - Examine the reasons for priorities and change as and when needed
  - Monitor performance of plans
  - Identify and prepare a list of all short-term and long-term goals
  - Prepare an action plan and chalk out steps towards attainment of these goals. These steps should include fixing of time, date, method, etc.
  - Take determined action towards short-term and long-term goals such as controlling anger, improving performance, enhancing will power, concentration and fearlessness, etc.
7. **Benefits for the pupils:** Identify the benefits that pupils will experience as Olympic Values-Based Education is introduced. Issues concerning achievement, quality of learning, the raising of self-esteem, the development of reflective practices should all be considered.
8. **Exercise to develop Self-confidence and ability to manage negative feelings hindering to live Olympic Values:**
  - List the things which you find difficult to do or manage
  - Include difficult situations and things you face daily
  - From this list, identify three easiest ones
  - Select the 'easiest' of the three
  - Now spend at least 30 minutes daily practicing the 'easiest', whether you like it or not, controlling your mood
  - Daily test & give yourself marks out of 10. Do it for a few days & keep on testing
  - Your marks will gradually increase; your degree of difficulty will gradually reduce.
9. **Ensure** that the process is well-planned, monitored, evaluated and celebrated in order to keep the process alive and constantly under review.
10. Move Further to the next level

## Conclusion:

Modern man, supported by his education, politics and religion, believes in a worldview of 'separateness'- he treats himself, his family, his religion, his organization, his party, his nation, all as 'separate' from others. He seeks happiness and prosperity in the world of 'objects' outside. He was hoping that modern systems, education, science and technology would finally give him back his lost peace, happiness and prosperity; but there are no signs of it, yet.

Current forces of Liberalization, Privatization and Globalization have created a global society where the ancient values have been thrown into the winds. However the general degradation of values has led only to personal discontent and heap problems. Hence people across the globe are looking towards the system of education to infuse human values among the students so that the world remains as a place of peace, security and prosperity.

Education must make us aware of the worldview of 'oneness', that *shanti* (peace) and *ananda* (happiness) are our own *swabhava*(nature), and through fulfilment of our duties, *kartavya-palan*, we can purify our mind, reduce our desires and experience the *ananda* within and create prosperity outside. Education must produce enlightened leaders who have spontaneous feelings of love, care and concern for all, a spirit of *tyaga*(sacrifice) and *seva*(voluntarily service), committed to duties and giving their best working for the good of society.

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