

## Need and importance of value education for a happy life

Pradeep Kumar

Assistant Professor, Maulana Azad National Urdu University, Hyderabad, Telangana, India

### Abstract

Education is a medium to bring social change and transform people. Nelson Mandela Stated the importance of education in the words 'Education is the most powerful weapon which can win any battle of life'. Education inculcates skills, qualities and a value within learner and develops character. The role of education in character and personality development, to bring out the hidden potentials and inherent qualities of child and for their holistic and all-round development is well defined today. Value education transforms individuals into well adjusted member of the society and country. Value education has been adopted as a part of school education curricula among different boards of education to inculcate the necessary qualities into children to learn together and to become happy as Delor's report- learning the treasure within has stated. This paper deals with the need and importance of value education for leading a happy life.

**Keywords:** education, values, curriculum, life

### 1. Introduction

Education is important to build future of the society. The objective of education is complete and holistic development of the child which is necessary to prepare healthy human resources for the society. Complete holistic development of children includes physical development, mental development, emotional and intellectual development along with moral and character development. Moral and character development is concerned with the development of certain values. Value education is responsible for the development of such values among learners.

It is also believed that education brings happiness. Rousseau has also stated that a proper intellectual education during childhood forms the basis of future happiness. It is assumed that continuous school attendance and good results are helpful factors for enhancing the chances of psychological well-being and thus happiness among of students.

It is well known that Education and human happiness are interconnected to each other. Several studies have also shown it. For example:

- Cuñado and Pérez-de-Gracia described that education has an impact on happiness beyond well known pathways i.e. income and employment status (Gerdtham *et al.* 1997) <sup>[1]</sup>.
- Salinas-Jiménez *et al.* showed that education attainment is significantly and positively associated with happiness. Happiness relates positively to income and health, and thus makes the individual richer and happier (Salinas Jiménez *et al.* 2011) <sup>[2]</sup>.
- Education improves life satisfaction and brings happiness. Some other benefits are also associated with education like- Higher employment prospects and Positive effect on health (Oosterbeek, 1997) <sup>[3]</sup>.
- Education is important human capital investments and directly related with income; which brings well-being, and results in happiness. Studies have reported that higher educational attainment is associated with greater happiness (Chen, 2012) <sup>[4]</sup>.
- In general, higher educational qualifications are associated

with greater happiness, life satisfaction, self-esteem, self-efficacy, and reduced risk of depression (Sabates and Hammond, 2008) <sup>[5]</sup>.

Education aims to produce such human beings who are happy within themselves and with others, education brings an approach for knowledge that can be used by children and developed throughout their lives by learning to know, learning to do, learning to be and to live together with others as emphasised in Delor's report (Delores, 1998) <sup>[6]</sup>.

To bring happiness from education, value education and life skills are seen as a medium of bringing positive changes among students to be happy and make others and the society happy with them (Kumar P. and Kumar A., 2016) <sup>[16]</sup>. It is a matter of worry for the entire educational system and educators that these values are decreasing in the younger generation and their lack within schooling is a concern for all. Today a Google search for 'Erosion of values' provides nearly 4,89,00,000 results in 0.54 seconds, which indicates that it is a matter of global importance today (Google, 2017a) <sup>[8]</sup>.

### 2. Value Education

Values are certain characteristics which affect the behaviour and characters of an individual. UNESCO has defined values as the principles to judge the worth of an idea or action. "Values are generally long-term standards or principles that are used to judge the worth of an idea or action. They provide the criteria by which we decide whether something is good or bad, right or wrong" (UNESCO, 2017) <sup>[9]</sup>.

According to Hindzay (1966), 'By values we mean a person's idea of what is desirable, what he actually wants' (John Parankimalil, 2015) <sup>[10]</sup>.

Curriculum Corporation, Commonwealth of Australia, accepts the definition of Halstead and Taylor as 'Values are the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged as good or desirable' (Curriculum Corporation Australia, 2003) <sup>[11]</sup>.

Antonio Craxi stated in *Human Values: A Voyage from I to*

We, that 'Value education is the Education in values and education towards the inculcation of values.' He has defined that values are the colourful projection of our inner light (Michalos A., 2007) <sup>[12]</sup>.

A well defined framework of value education is needed at school level to inculcate the values in the younger generation as schools are the place where character foundation of children is laid down. If we perform a Google search for 'need of value education in schools', it produces nearly 1,32,00,000 results in 0.59 seconds which shows the importance of the matter across the globe (Google, 2017b) <sup>[13]</sup>. UNESCO organized a 'Values in Education' Summit in 1998, to encourage schools to review their curricula with respect of value education and understanding the need of its teaching at schools.

Value education should be able to encourage learners formally as well as informally to-

- Develop their own personal moral standards and have concern for others.
- Develop self respect and respect for general values like truthfulness, honesty and justice.
- Make socially responsible and able for providing justifications related to decisions and actions.

### 3. Need for Value Education

The need of value education has been pointed out time to time by different bodies and stakeholders of education.

- UNESCO has emphasized that the education system should promote values of world peace and international understanding and unity of mankind. (UNESCO, 1974) <sup>[14]</sup>
- National Council of Educational Research and Training (NCERT) in its executive summary of the position papers of the national focus group on education, stated that 'education has come to be perceived more and more as a *means* of ensuring the future 'well-being' of students (i.e., their place in society and their economic status which guarantees this place)—this has led to a neglect of children's *present* abilities and difficulties, which could deprive them of a quality of life much richer in content than that the education system prepares them for;' (NCERT a, 2006) <sup>[15]</sup>. As a solution, NCERT suggested that Education must promote and nourish as wide a range of capacities and skills in our children as possible.
- National Council of Educational Research and Training in its national focus group position paper on 'Aims of education' stated that education must now be seen as fostering values which constitute the well-being of the individual on the one hand and the well-being of humanity on the other (NCERT b, 2006) <sup>[24]</sup>.

The aim of value education is for individual, is to enable students towards achieving personal fulfilment for success in their life and work. For society, value education aims to prepare young people to contribute to the society, nation and the world. Education for values can enable students to live safe, healthy and meaningful lives and become responsible citizens by contributing positively to the society.

Value Education has objective to promote capabilities, attitudes and skills of children, both in schools as well as beyond school life, and thus making the world a better place to live for all. Education of values prepares students for the world of work by promoting the attitudes and values for hard work, discipline, cooperation, communication skills, etc. and enables them to develop healthy interpersonal relationships at

home, school and in society which are required for better adjustment. These qualities are also highly desirable by employers in their prospective employees. The capacity to listen, patience, cooperation, team work, endurance, positive attitude, work and life are signs of good students. Thus, values promote academic as well as human qualities among children. Value education promotes social and national integration for making our world better. Value education helps to create the culture of peace where people learn within themselves about fundamental freedom, uniqueness, and human rights of others to live together in a peaceful manner.

### 4. The Indian perspective of value education

In modern age developing countries like India are facing the challenges of balancing among changing tradition and modernisation, and the values like social harmony, tolerance, cooperation, and acceptance are losing importance. Education for values is a process of inculcating these values into learners and prepares them to lead a satisfactory life.

Value education is considered as a medium to bringing positive changes among students and hence it was emphasized to integrate the education of values at different levels of schooling/ curricula time to time.

Realizing their importance, values and ideals have been included by NCERT in school curriculum under General Aims of Education and it suggested that 'education should promote in society, as well as help the learner develop a rational commitment to the following values and ideals': –

- Equality – of status and opportunity,
- Freedom – of thought, expression, beliefs, faith and worship; as a value in life
- Autonomy of mind – as independence of thinking, based on reason,
- Autonomy of action – freedom to chose, ability and freedom to decide and ability and freedom to act,
- Care and respect for others – going beyond respecting their freedom and autonomy, concern about well being and sensitivity to all members of society,
- Justice: social, economic and political (NCERT c, 2006) <sup>[17]</sup>.

In India, different reports, policy papers and stakeholders stated the importance and advocated to introduce value education at different levels of studies (Ashokads 2017) <sup>[18]</sup>.

- The National Commission on Secondary Education in India (1952-53) emphasised on character building as the goal of education.
- University Education Commission (1962) stated that, "If we exclude spiritual training in our institutions, we would be untrue to our whole historical development" and indicated the need of value education.
- The Education Commission in India (1964-66) recommended the introduction of moral, social and spiritual values at all levels of education.
- The National Policy on Education 1986 <sup>[19]</sup> (as modified in 1992) stated 'growing concern over the erosion of values and an increasing cynicism in society has given rise to the need for readjustments in the curriculum, to make education a forceful tool for the cultivation of social and moral values'. It suggested that in a culturally rich society like India, 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 (National Policy on Education 1986)<sup>[19]</sup>.

- The Government of India’s report on Value Based Education (Chavan’s Committee Report) continued these efforts and emphasized on value orientation of education.
- National curriculum framework for school education 2000 emphasized the necessity to introduce a concise value education programme in very early of the school education. The complete process should be such that it can make the students able to know the best, to love the best and to do the best, and will develop as citizens with tolerance for others. (National curriculum framework, NCERT 2000)<sup>[20]</sup>
- The Constitution of India also reflects an idea of the values to be fostered through education. These are stated in the Fundamental Duties for citizens under Article 51A, that every Indian citizen would: promote harmony and spirit of common brotherhood; transcending religious, linguistic and regional diversities; renounce practices derogatory to the dignity of women; value and preserve the rich heritage of our composite culture; protect and improve the natural environment; develop the scientific temper; abjure violence; and strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement. The Constitution of India also included four

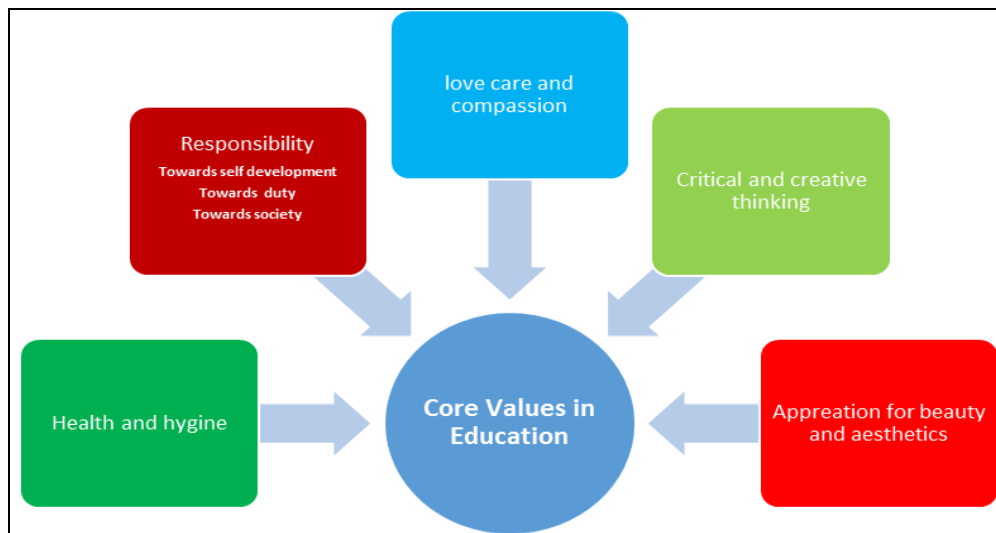
universal values in its Preamble viz. Justice, Liberty, Equality and Fraternity (NCERT, 2015)<sup>[15]</sup> (Kumar, 2017)<sup>[22]</sup>.

The attitudes and values of hard work, discipline, good communication skills, cooperation, etc. enable learners to develop healthy interpersonal skills which are useful for them throughout life. Value education promotes social cohesion and national integration thus results in a better world.

**5. Values in Education**

Plato in The Republic stated “The mark of an educated person is the willingness to use his knowledge and skills to solve the problems of society.” (NCERT, 2015a)<sup>[15]</sup>. Thus the real education should be related to betterment of the society which enables people to live peacefully and act as media of social change towards a better society. Values guide human behaviour and action in day to day life as these involve the processes of thinking, knowing or understanding the feelings of others. Educational values like truth, happiness, and peace are always among desirable characters in society.

A group of attitudes and competencies is associated with the core value and has been identified to be inculcated among learners during the schooling stage. Attitudes, beliefs and competencies are important for value formation at the levels of knowing, feeling, doing within learning. The important values in education are shown in the figure 1.



**Fig 1: Core Values in Education**

The major Values at school level are following-

**5.1 Health and Hygiene**

Health is important for the overall development of the children as well as for retention and better performance. It aims to make students able to develop positive attitudes and good healthy habits. Cleanliness, healthy food habits and fitness are the needed attitudes and skills for good health and hygiene.

**5.2 Responsibility**

Responsibility is among the most needed values in our life. Responsibility can be of 3 types viz.

1. **Towards self-development:** It ensures learner’s consciousness to take responsibility of their own and personal improvement. It focuses on empowering students

with necessary attitudes, qualities and skills for their psychological and personal development. The related attitudes and skills with it are- Basic manners like courtesy, respect; modesty, politeness, Self esteem and Genuineness.

2. **Towards duty:** It prepares students to take responsibility of their work and duty, and to develop positive attitude and skills in them. Initiative, resourcefulness, motivation, time management, goal setting, planning, self discipline, cooperation and team spirit are related attitudes and skills with it.
3. **Social Responsibility:** Education promotes the value of social responsibility and social consciousness by helping to learn for appreciation, demonstrate sensitivity and skills to make learners as good citizens.

Respect for self and others rights and responsibilities; values like justice, freedom, equality, secularism, multiculturalism, cooperation, sensitivity for human rights, rights of women; and respect for national symbols, days, events, heritage and resources are needed attitudes and skills for it.

### 5.3 Love, Care and Compassion

Love enables all to express the best and to see the best in others. This value has an objective to stimulate love, empathy, caring, sharing and compassion for harmonious relationships among students. Belief in dignity of others, good listening and communication skills; love, kindness, courtesy, caring and sharing, empathy; Love for family, society, country, nature and humanity; Trust, gratitude, forgiveness, conflict resolution, respect for others and Joy of giving are the related attitudes and skills with it.

### 5.4 Critical and Creative Thinking

Critical thinking enables students to think logically, analyze situations, and apply judgement of good and bad. The objective of critical and creative thinking is enabling learners to solve everyday life and societal problems. Accuracy in observation and concentration; curiosity; questioning assumptions, analyzing situations, visualizing consequences of actions, making responsible decisions, experimenting with new ideas and creative problem solving are required attitudes and skills for it.

### 5.5 Appreciation for Beauty and Aesthetics

This enables learners aware about the ability to create and express their ideas for good, in a logical and right way. It generates a sense of aesthetic appreciation and expression. Inspiration, appreciation, respect and care, balance and beauty in nature; Aesthetic expression, ideas, feelings and emotions are needed attitudes and skills for it.

Thus the overall result of value education practices in schools is the promotion of capabilities, attitudes and skills of learners to make the world a better and happy place to live for them and others.

### 6. Role of Schools for inculcating values

The young generation today need to be educated towards the values of harmony and peace with self and others and for the society. The context in which the children live and learn is their circle of family, peer group and neighbourhood and school.

Values can be developed with learning habits during the process of school education and growing up. Learning values starts early in life by the words of parents and elders in the family. Educating values develops critical and reflective thinking and responsibility among learners. Schools have the major responsibility of inculcating the values among youngsters due to their institutional nature. Schools can focus their attention on the value education process according to their cultural and social scenarios. Schools should have a clear vision and idea about the values to be included in curricula. This can result in developing understanding within learners, and will make them able to learn and create their own knowledge with their growth and adjustment within the society.

### 7. Conclusion

The focus of education is holistic and all-round development of learners by nurturing their skills towards progress of society and the nation, besides improvement of their academic knowledge and practical/ technical skills. To meet the present day social problems and to develop happy and well adjusted citizens, certain values are needed within the personality of learners. These values have been accepted and adopted in the curricula of various school boards like CBSE at secondary and pre secondary educational. NCERT has suggested in its focus group position paper 'Aims of education' that- 'Value education must be a part of the education system, values or virtues must be integral to the whole process of education. Value education cannot be imparted as a separate bit of education; the whole of education has to be value education. Here, we need powerful reminders, in a variety of ways, of the ahimsa, peace, and harmony' (NCERT, b 2006) [24].

Value education with a proper place in school curriculum and with good practice and implementation with good efforts of teachers and schools, will surely be able to produce good citizen with enhanced moral values and character, better personalities along with increased social skills and capabilities, who are happy within themselves and can make others happy, these in turn make more socially adjusted and better citizen for the society and country.

### 8. References

1. Gerdtham UG, Johannesson M. The relationship between happiness, health and socio-economic factors: results based on Swedish micro data. Working paper series Retrieved from <http://swopec.hhs.se/hastef/papers/hastef0207.pdf>, 1997, 207
2. Salinas Jiménez M, *et al.* Education as a Positional Good A Life Satisfaction Approach. Social Indicators Research, 2011, 1-19.
3. Oosterbeek JHH. Health, wealth, and happiness: why pursue a higher education? Retrieved from <http://papers.tinbergen.nl/97034.pdf>, 1997.
4. Chen W. How Education Enhances Happiness: Comparison of Mediating Factors in Four East Asian Countries. Social Indicators Research. 2012; 106(1):117-131.
5. Sabates R, Hammond C. The Impact of Lifelong learning on Happiness and Well-being. International Journal of Lifelong Education. 2008; 30(3-3):403-420.
6. Delores J. Learning: the treasure within. International Commission on Education report to UNESCO, 1998.
7. Kumar P, Kumar A. Education for Happiness: The role of Value Education and Life skills. Acme International Journal of Multidisciplinary Research. 2016; 4(4):28-34.
8. Google. <https://www.google.co.in/search?q=Erosion+of+values&oq=Erosion+of+values&aqs=chrome.69i57.1893621j0j4&sourceid=chrome&ie=UTF-8> Retrieved on 10/08/2017, 2017.
9. (UNESCO) [http://www.unesco.org/education/tlsf/mods/theme\\_d/mod22.html](http://www.unesco.org/education/tlsf/mods/theme_d/mod22.html), 2017.
10. John Parankimalil. Value Education. <https://johnparankimalil.wordpress.com/2015/09/22/value-education/> Retrieved on 10/08/2017, 2015.

11. Curriculum Corporation Australia Values Education Study Final Report. Commonwealth of Australia. [http://www.curriculum.edu.au/verve/\\_resources/VES\\_Final\\_Report14Nov.pdf](http://www.curriculum.edu.au/verve/_resources/VES_Final_Report14Nov.pdf) Retrieved on 11/08/2017, 2003.
12. Michalos A. Education, Happiness and Wellbeing. *Social Indicators Research*. 2007; 87:347-366.
13. Google, <https://www.google.co.in/search?q=need+of+value+education+in+schools&oq=need+of+value+education+in+schools&aqs=chrome.69i57.669409j0j9&sourceid=chrome&ie=UTF-8> Retrieved on 10/08/2017, 2017.
14. UNESCO Records of the General Conference Eighteenth Session Paris. Resolution. (<http://unesdoc.unesco.org/images/0011/001140/114040e.pdf#page=144>) Retrieved on 11/08/2017, 1974, 1.
15. NCERT, a Executive summary of National focus group position paper National Council of Educational Research and Training, 2006, 22.
16. NCERT, b Aims of education. National focus group position paper. National Council of Educational Research and Training, 2006, 2.
17. NCERT, c Executive summary of National focus group position paper National Council of Educational Research and Training. 2006, 34.
18. Ashokads. Empowering learners through value education. Blog. Retrieved from <https://ashokad.wordpress.com/empowering-learners-through-value-education/on> 11/08/2017, 2017.
19. National policy on education National policy on education, with modifications undertaken in part-I introductory, 1986-1992, 26-27.
20. National curriculum framework for school education National Council of Educational Research and Training. 2000, 35.
21. National Council of Educational Research and Training Education for values in School: A framework. Retrieved from [http://www.ncert.nic.in/pdf\\_files/Framework\\_education.pdf](http://www.ncert.nic.in/pdf_files/Framework_education.pdf) on 16/07/2017, 2015.
22. Kumar P. Need and Importance of Value Education in Human life for happiness. *Development of Education in India*. Dr. Rajib Mallik, Dr. Suman Kalyan Chaudhury and Dr. Sukanta Sarkar (Eds.). AVON Publisher, New Delhi, 2017, 101-108.
23. National Council of Educational Research and Training, Concepts and Concerns, Education for values in School: A framework. Retrieved from [http://www.ncert.nic.in/pdf\\_files/Framework\\_education.pdf](http://www.ncert.nic.in/pdf_files/Framework_education.pdf) on 11/08/2017, 2015.
24. NCERT, b Aims of education. National focus group position paper National Council of Educational Research and Training, 2006, 4.