CHAPTER V

PRESENT EDUCATION SYSTEM – AN OVER VIEW

Value oriented education means a positive effort for bringing about a synthesis of physical, intellectual, emotional, moral and spiritual values in human beings. The importance of value oriented education cannot be overstated in a democratic country like India. In a democratic country control of people’s behaviour with coercive methods is not possible. The only alternative way left is to teach the masses to be self controlled, which is possible only when they are made to learn certain values, as values are the prime movers of human action. Once formed, values bring to control and direct human actions. Teaching of desirable values should be the major concern of the system of education. Values are foundations of national solidarity. Social and educational needs change due to modernization, westernization and industrialization. Since the drawn of independence India has adhered to socialist, secular and democratic principles to accomplish justice, liberty, quality and fraternity. Modern education thought in free India, depicts the values of democracy, secularism socialism and dignity of work on the one hand and justice liberty, equality and fraternity on the other.

Science and material progress has greatly contributed to the fall of social and spiritual values. Science has led to industrialization, industrialization to capitalism, capitalism to overproduction and concentration of wealth in the hands of a few and all this lead to the political and economic exploitation of the many. Advancement in science and technology has minimized distances and made the world a global village. No doubt science has made man more sophisticated and also mad. Man feels physically so comfortable but is mentally frustrated. What made him frustrated? Erosion of values in human life is the sole cause for these frustrations. If we use science and technology in the proper way it is not difficult for us to solve all the problems of the non-moral and ‘value’ things. In olden days life was relatively peaceful, free from tensions, anxieties and depressions from which the present man is suffering. Modern life has brought forward several types of challenges to man e.g. climatic, physical and emotional. Emotional challenges relatively produce a much more powerful strain on the human system, in spite of the compensatory automatic processing in the body itself. So, Scientific and
technological development poses challenge to educational practices to inculcate scientific temper, scientific insight and inquisitiveness among younger generations besides preparing them for democratic citizenship. To inculcate these values among younger generations, modern classroom, practices have become more sophisticated and technology oriented and this is the context where exactly the traditional system of education is believed to be inadequate. It is therefore apt to identify or prioritize the values that are relevant to modern context. Social, physical, economic aesthetic, ethical and spiritual values are some values that may be suitable to educate our younger generation. Physical values relate to good health; economic values insist on providing food, clothing and shelter; aesthetic values envisage the appreciation for truth, beauty and goodness; ethical values are concerned with the criteria of making the right choice or decision; and spiritual values reflect the comprehensive way of life. Although all these values are distinct yet there is an interdependence and interrelationship between them.

To solve all such problems it is necessary to know the main causes of the above problems. We know today’s children are tomorrow’s citizens. If we give good education which imbibes values to the present day children, the future of the next generations will be well. Good Education is the solution for all types of the problems. We are living in the 21st century. The main object of education is to inculcate moral and value based education in schools and colleges and to know the attitude of intermediate students towards moral values. Gandhiji advised the inmates of Sabarmati Ashram on the practice of the following values in their day-to-day life: Ahimsa, Non-stealing, Non-possession, Swadeshi, Manual work, Fearlessness, Truth, Chastity, Equality of religion, Removal of untouchability, Control over the palate etc. The social, moral, aesthetic and spiritual sides of a person which are very often undermined in formal education are developed through value education. It teaches us to preserve whatever is good and worthwhile in what we have inherited from our culture. Also it helps us to accept and respect the attitude and behaviors of those who suffer from us. Value education does not mean value imposition or indoctrination. It has the power to transform a diseased mind into a very young, fresh, innocent, healthy, natural and attentive mind. The transformed mind is capable of higher sensitivity and a heightened level of perception. This leads to fulfillment of the evolutionary role in man’s life. The erosion of values is now a national phenomenon, so complex and gigantic that a more balanced school curriculum, new learning materials and competent teachers, alone can correct this. The school, the home,
the community and the government all are blaming one another and it appears that introspection is nobody’s concern. The many ills that our society is facing can be traced to the crisis of values. Values in public seem to be at crossroads. The people are loosing ground in cherished values that this nation stood for in the ancient past. The erosion of values has led to the spread of callousness, selfishness, unlimited greed, bribery, corruption, nepotism, violence, destruction, abuse of human rights, gross injustice, frustration and crisis of character. The main causes of moral degeneration are:

- Lack of respect for the sanctity of human life.

- Breakdown of parental control over children in families.

- Lack of respect for authority, seen through the brazen breaking of the law.

- Total disregard for rules and regulations.

- Crime and corruption.

- Excessive use of alcohol and drugs.

- Abuse of women and children, and other vulnerable members of society.

- Lack of respect for other people and property.

- Lack of value orientation.

Much of the blame, for this sorry state of affairs is put on the present system of education that is divorced from the realities of life, cultural heritage, and human values. The growing concern over the erosion of essential values and an increasing cynicism has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. The main function of education is the development of an all-round and well balanced personality of the students. Today’s education lays more emphasis on knowledge and is information oriented. As a result, aspects of their personality like physical, emotional social and
spirational area are not properly developed for want of provision for the growth of attitudes, habits, values, skills and interests among the pupils.

All thinkers support the view that the school is integral to society. Education should lead towards an understanding to strengthen national unity by maintaining work mindedness. Education should lead towards a high standard of living for the masses rather than what exists of present, without detriment to cultural heritage and national identity by maintaining dignity of labour. Even though values are caught, children need proper guidance from teachers during the process of nurture. School should at least be the starting point for effective learning of values by which children can be able to build a useful, scrupulous and memorable character.

Values are nothing but the social-amity and adjustability without causing any damage to others’ rights, whether they may be personal, social, intellectual or even spiritual values. All these values are to be developed because they are the core elements for moulding the individual personality at large and teachers are the elevated personalities to save the children in one form or other. The presence of supernatural element should be involved in teaching-learning strategies, i.e. omniscient, omnipotent and omnipresent. Temporal relations with the materials may or may not damage the finer elements of human values. Every aspirant should be directed and lined towards permanent values for realization of the major goals to be achieved, i.e. knowledge about the Brahman and oneness of God should be realized through maintaining religious tolerance. Though personal and social values are varied from place to place, society to society, religion to religion etc., whereas in the case of eternal values all should come round to the idea of oneness of God and realization of ‘Brahma’. Value oriented education in schools should focus more on the development of the personal as well as social values, which in turn reaps the fruits of eternal values. Value oriented education will be the remedy for the unrest among the masses in the development of optimistic attitude and for arresting the pessimistic attitude. Personal values like regularity, punctuality, social values like adjustability, service, war against anti-social acts and superstitions etc., will enable the students to attain the eligibility for the realization of eternal values. Eternal values are nothing but the super goals to be reached by every human being.

Values cannot taught through solitary process, its multidimensional facets should be considered, while using different teaching-learning strategies. We have moved from the era of certainty to an era of uncertainty and doubt. Through better execution of
plans related to the value oriented education inside and outside the school should be ensured for the development of values among the children in the desired way. Accountability of teachers is invited to achieve maximum outputs, through better execution of plans in relation to curricular inputs. Teacher can develop affective domain. Activities related to visits to religious places, inviting philosophers, saints, thinkers to give their valuable theosophical ideas to nurture the children with spiritual ideals like kindness, non-violence, generosity, love, affection, tolerance, helping the needy, piousness, yoga meditation, all religious prayers, sacred acts, visits to sacred places, study of sacred books, prayers, offerings, alms to poor and deserves, service to humanity, kindness towards animals and nature etc. should be emphasized.

The teacher should be an ideal and model before the class and should feel accountable for the development of expected values among the children. Commitment on the part of teachers only improves the conditions of value education in schools. Development of values solve the problems of student unrest and paves the way for better understanding. The remedy for all these maladies will come only through value oriented education. Teaching learning strategies have no meaning if they are devoid of value education. Teacher should act as a guide and rectify the defects during the process of effective learning in students. Only then can the students get maximum benefit out of schools. Well planned and designed curriculum better inputs related to value education should be put into practice, for better output in school education. Development of values synchronizes children to live mentally stable, peacefully continue in their work, in the progressive society with optimistic outlook free from disastrous, frustrating attitude and cursing nature. Teacher should be kind and generous in dealing with children to achieve maximum output related to value education, through better schooling.

Value could be integrated properly with different subject areas and educational programmes. Through physical education emphasis on health, strength, agility, grace and beauty can be laid. One would also develop right attitude friendliness, self-control, acceptance of victory or defeat, discipline, obedience, order and team spirit. Likewise, work experience will help in perfecting skills, utilizing materials, tools and processes work, dignity of labour etc.

The prevailing system of education is an object of criticism everywhere. It suffers from a large number of drawbacks and requires complete overhauling. It has
failed to deliver the goods. This system of education suffers from glaring defects and it requires speedy reforms. At present mistakes are being made in the field of education in two ways. First, millions of people do not get education, and, secondly, those who get it do not receive the right type of education. Thus, the condition is that on one side there is lack of education, and, on the other, miseducation. The present education is concerned only with two faculties - power of memory and capacity for arguments. There are several other faculties more important than these, but the present education pays no attention towards their development.

Considering the needs of the country, this education is of no use. The state of affairs is that a boy starting from the age of six continues to study till the age of twenty or twenty-one, and for these fifteen years, he has no idea or experience of work. He has no knowledge of dietetics. Thus he comes out of the school without any preparation for practical living. There is no true joy for the man whose life is cut off from the heavens above and the world of Nature around. This means that the task before education is to change the whole system of values and the way of life that is current in our cities.

It is the age of innovation and specialization and with this fast moving techno-age, our educational system seems to go nowhere. Our education is full of innumerable pages of obsolete, outdated theory with no innovation or any practical work. The eagerly awaited new textbooks have nothing more than flashy jackets. Moreover no importance is given to value oriented education. This also increases suicides among students. It is high time for the educationists to start moving with the times. They need to realize that they can no longer continue to burden the youth with unimaginable pressure and simultaneously provide miniscule encouragement to pursue their creativity. An entirely new approach has to be adopted which focuses upon innovation and practical aspects of education. And the sooner this reform is brought, the better it is for us. The really critical aspect of Indian public education system is its low quality. The actual quantity of schooling that children experience and the quality of teaching they receive are extremely insufficient in government schools. A common feature in all government schools is the poor quality of education, with weak infrastructure and inadequate pedagogic attention. What the government is not realizing right now is that education which is a source of human capital can create wide income inequalities. It will be surprising to see how income inequalities are created within the same group of educated people and further value deterioration continues.
Nowadays education has become a burden on the students as well as the parents because the current education system has lost its value and importance and is creating a series of problems. Education system, which leads to nowhere, has disturbed the peaceful lives of parents and students. It is time we concentrate seriously on the following problems as well as the solution. Education system today lacks value orientation, even the national priorities are ignored by the schools. Today, the biggest constitutional duty of the people is to strengthen India’s unity. The country’s education should be based on a feeling of respect for every religion but the schools are dividing the people into sects and educating them to meet sectarian interests only. Christian schools are giving Catholic education, Muslim Schools are based on strong Islam and Hindu Schools are following the policy of ‘Hindutva’. If the main education itself is divided into sects, how will the feeling of nationality develop among students? This is the same thing like one sows the seed of thorns and expects flowers bloom. We have to include National Priorities in our Education System that would be possible only when the education system is able to produce secular citizens and these secular citizens will strengthen the country’s religious unity.

The addition of creative activities in education like gardening, art, craft, origami, music, writing, skits etc. are the subjects in which the interest of the child can be developed but they are not seen nowadays. All these activities are the great source in generating values among students. It is not necessary that every student makes his future by the means of studies. Every child has different skills. The education of various fields enables him to move forward in his area of interest in which he can shape his career.

The moral values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed itself. Values are virtues, ideals and qualities on which actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes and conduct. Values, however, are either innate or acquired. Innate values are our inborn divine virtues such as love, peace, happiness, mercy and compassion as well as the positive moral qualities such as respect, humility, tolerance, responsibility, cooperation, honesty and simplicity. Acquired values are those external values adopted at your “place of birth” or “place of growth” and are influenced by the immediate environment. Examples of acquired values are one’s mode of dress, the way you bless, greet and receive people, cultural customs, traditions, habits and tendencies.
Today, we are facing so many problems like terrorism, poverty and exploding population pollution etc. It is necessary to inculcate values in curriculum. Education is an effective weapon. Education is a weapon, whose effect depends on who holds it in his hands, and at whom it is aimed. Due to liberalization, industrialization and globalization rapid changes are occurring in almost all social sciences. So called philosophical foundations of India are disappearing day by day with the country in a state of social turbulence, the goals and functions of formal education need to be reassessed and updated. Through education we can change the world.

- By giving a suitable place to values in the curriculum.
- Values can be explained through stories and illustrations.
- Through poetry, novel and stories we can inculcate values among the students.
- Role play of a good story in the lesson.
- Educate students through posters, advertisements and dramatizations; those are already a part in the curriculum.
- Giving course training to students to develop values in the society.
- Values through special course like “Gandhian Studies”.
- By educating citizen through direct contact by setting up local offices across the region.

Students are the part of the society, they have to think critically about various issues in life and take decisions about them being free from bias and prejudices, superstitions and blind beliefs. Thus, they have to learn all these qualities of head, hand and heart through the process of education. The Adi Granth and the Bhagvad Gita hold that nothing is more purifying on earth than wisdom. These Scriptures can be experienced as a powerful catalyst for transformation. Teaching the Adi Granth and the Bhagvad Gita in schools is not the real matter. The real matter is how they are going to teach it to the young kids and what sort of teachers are going to do this job. Any scripture, if taught in the wrong way can lead to the loss of essence of that scripture. As the saying goes 'A little knowledge is a dangerous thing', a teacher having partial knowledge may prove to be a disaster. Students need to be taught the values imbibed in these Scriptures in an interactive way.
5.0.0 VALUE ORIENTED EDUCATION IN CURRICULUM

Education should prepare a child to live responsibly and peacefully in a free society, understanding values. This is possible only if value oriented education is woven into the existing school curriculum effectively. It should not only be incorporated in the formal curriculum as a separate subject but should also be integrated into the entire curriculum including the hidden curriculum i.e. the culture of schooling and teacher training institutions and programs, and values teaching materials should be produced in different forms, both written and audio-visual.

In the present study, the investigator has tried to ascertain and analyze the extent of value oriented education in the existing school curriculum of P.S.E.B. in classes I to X in the subjects of Languages and Social Studies. In this analysis value oriented education was the main concern. Various subject text-books were studied and scrutinized to look for the value awareness topics-in both apparent and hidden form of text. In the curriculum of P.S.E.B. these values were in the implicit form and the list of values is given on pp. 86,87. The investigator has personally examined and scrutinized all text books of the selected subjects in the PSEB schools, and analyzed the same for provision for value oriented education. The names of chapters from different textbooks prescribed by P.S.E.B are written in this study in simple Roman Script without regard to Phonetic key used for writing the pronunciation of the Adi Granth and the Bhagvad Gita.

Contentment

After analyzing the curriculum of P.S.E.B. from class I to X the researcher has found that only a few flashes of this value are available in the text books of classes III, IV, V and VII. Some emphasis on this value is given in Punjabi and English text books for classes VIII, IX and X. Maximum reference of this value is found in Punjabi textbooks for classes IV, V, VI, VIII, IX and X, in the chapters entitled: ‘Guter-Gu,Guter-Gu’, ‘Sachi Hamdardi’, ‘Vishav Mahatma’, ‘Keeri’, ‘Udam Karin Zaroor’, ‘Baba Farid’, ‘Adhunik Kav- Dhani Ram Chatrik’, ‘Doom’, ‘Gurmat Kav- Guru Arjun Dev Ji & Bhai Gurdass Ji’.

Contentment means temperance under all situations. This virtue puts restraint on individual’s passions, frustration and infatuation. Contentment is helpful for ethical, spiritual as well as social life. At lower level this value has not been much emphasized.
Even at the higher level much more emphasis is required to end the unrest and anxiety that prevails in today’s youth due to lack of contentment.

**Truth**

P.S.E.B has given emphasis to this value in Hindi text books for classes IV, V, VI, VII, VIII, IX and X. Punjabi has also given due stress to this value in text books for classes IV, V, VI, VII, VIII and X in chapters entitled: ‘Tare’, ‘Mera Hindustan’, ‘Vishav Mahatma’, ‘Savdhan, Hussiar!’, ‘Gandhi Ji Da Sarbarmati Ashram’, ‘Vadhe Bhen Ji’. English and Social Studies text books have also talked about this value but in abstract form.

In the Adi Granth and the Bhagvad Gita, truth is used as synonymous with reality (God). Truthful person is full of virtues and is united with ultimate reality. Truth resides inside every human being. But due to Maya or vices, he is not able to recognize the truth. But in P.S.E.B. curriculum Truth has not explained in terms of Ultimate Reality i.e. God. Truth is the basic value which unites us with God, so it should be inculcated in the student right from the beginning. English text books should be made richer in this value.

**Humility**


Humility is negation of egoism. Man is bound with chains in this world due to his egoistic impulses. No altruistic service or goodness can flow out of an egoistic person. So if he wants to get rid of his sufferings or miseries, he must obliterate these egoistic
impulses and only then he can do acts of moral goodness. This virtue is considered good for individual as well as society because it eliminates the evil effect of pride and ego. The virtue of humility should be developed from childhood. For this purpose classes at the Elementary level should emphasise this value in all the school subjects. Some recognition in the books of Social Studies should also be made to provide some pretext to the young learners to be familiar with this value.

Unity


Unity is the act, state, or quality of forming a whole from separate parts. It is defined as oneness. India is a country of diverse religions, castes and creeds. Unity is the basic value which promotes national integrity. It develops a sense of sharing and tolerance. All the subjects from class I should emphasize this value. At the secondary level this value has been presented satisfactorily.

Peace

P.S.E.B. has recommended this value in Punjabi Text Books of classes IV, VI, VIII and X under chapter entitled ‘Guter-Gu, Guter Gu’, ‘Mata Gujri Ji’, ‘Baba Buddha
The one constant theme in this world is change – our relationships are changing, the environment is changing, our possessions are changing, and our desires are also changing. To the extent that we develop a sense of detachment, understanding the Supreme to be the proprietor and us simply caretakers, to that extent we can achieve a sense of peace within. Interestingly, this inner peace is what will actually bring global peace. A community of individuals who are free from attachment, greed, envy, and covetousness is what this world really needs. This value has not been discussed adequately at elementary level. Even at the secondary level much more space and content is required on this value. In today’s world peace is the issue of utmost requirement of every society. Everybody wants communal harmony and peace, but nobody is working for it. So we should introduce the concept of this value among our students right from the beginning in an effective manner.

Equality

In developing countries equality of the status of men and women is also discussed. UNESCO International Commission on Education also discussed it as one of its pillars – Learning to live together, Learning to live with others. Since the Super soul resides in every living being, the advanced spiritualist is able to see every life form, be it plant, animal, or human, as a temple of God. In this way, utmost respect is given to every living being. Different bodies with different attributes are produced according to their past actions, yet each entity is of the same spiritual quality. Thus the spiritualist is not only free of racism, nationalism, ageism and sexism, but also ‘species-ism’. Equality is one of the most important values of all. Equality forms the basis for unity and peace. If equality prevails in society, it will definitely lead to unity and peace. As we observe that emphasis on this value is not stressed upon at lower level to the extent it is required, hence syllabus of I to IV should be reviewed and charged with this value. Hindi and Social Studies text books of IX class also require a revision and review in this connection.

Non-Violence

This value attracts the maximum space and content in P.S.E.B. curriculum for Hindi text books of classes V, VII, VIII, IX and X. The chapters under which this value figures are ‘Bapu Ghandi Ke Teen Bandar’, ‘Hans Kis Ka’, ‘Ashok Ka Shashtar- Tiaag’, ‘Urhtee Chriya Ka Nishana’, ‘Bapu Ghadhi Ke Prerark Parsang’, ‘Dhohavali’,
In Punjabi textbooks this value is noticed in the books for class III, VI, VII and VIII under chapters entitled ‘Sajjna! Sajjan Ban’, ‘Vishav Mahatma’, ‘Phullan da Suneha’, ‘Baba Banda Singh Bhadur’, ‘Gandi Ji Da Sabarmati Ashram’. However English and Social Studies text books have given little attention to this value.

Today, we are living in a world of conflicts and in constant dread of the unknown. The violence of the past needs to be reconciled, and we need to take a look at all our relationships to ensure they are constructed without violence - without treating the other as an object. When violence is defined as the objectification of a person - when one's liberty is denied - violence can be seen in its many forms: racial, religious, sexual, economic, as well as emotional, psychological and physical. Nonviolence is an aspiration - a direction to aim for. It can be a guide for both personal action as well as social action. Peace cannot be built through violence. Rather we must build a peaceful world through the power of nonviolence. In today’s world, violence is a very serious issue. Every body is facing violence. This violence is now taking its toll between father and son, husband and wife, brother & brother, etc. There is no corner left where this violence is not taking place. Its magnitude may vary from situation to situation. For attaining peace we have to get rid of this violence. We have to guide students to adopt non-violence. Though this value is discussed in some classes, more emphasises should be given to this value from lower to upper level. At elementary level it is discussed only in two chapters. More space and coverage is required to point out this value.

**Detachment**

Researcher has found that very little emphasis is given to this value. This value is given only in three classes as per P.S.E.B. curriculum and these classes are VI, IX and X. This value is given in social studies text book of class VI under chapter ‘Bharat 600 Isvi Purav Ton 400 Isvi Poorav Tak’. In the class IX it is given in English chapter ‘God Sees the Truth but Waits-II’. This value can also be seen in class X Hindi text book under the chapter ‘Murjaeya Phool’.

Real detachment means inner strength, and the ability to function calmly and with full inner control under all circumstances. This value emphasizes the temporary nature of our stay in this world. We come into this world with nothing and we leave with nothing. Problems arise, however, when we claim proprietorship and develop attachments to
various objects in the interim between birth and death. The entire world is a temporary university specifically created to dispense practical life lessons. When one becomes frustrated by the pursuits of this world, they realize that happiness lies in some realm. There are many painstaking ways in which different spiritualists conduct their lives in order to attain that supreme destination, but having attained it one never returns to this temporary realm again. Because they remain detached from worldly attachments. But this value is discussed very little in PSEB curriculum. Detachment means separating yourself from false worldly desires. If a person detaches himself from all his desires and ill wishes, he can lead very peaceful and happy life because it is the detachment which satisfies one from every corner of life and a man becomes free from all ill wills and sufferings. This value is discussed sparsely in PSEB curriculum. Though it has little significance at the elementary level, but somewhat consideration should be given at higher level so that the students can learn the concept of detachment and can keep their lives simple and happy.

Charity


The innate quality of the soul should be to serve and thus find a charitable disposition within everyone to a greater or lesser extent. In order to truly benefit people however, charity must be performed within certain parameters. Charity should be
performed with respect and love. The spirit of giving should be positive. Giving is good, and if it comes out with a good heart, without expecting any thing in return, it becomes an act of reaching spiritual height and true humanity. Charity means helping the needful people. All religions have talked about this value in a very positive manner. If a person follows this practice he can give the helping hand to the needy people and this will lead to harmony and peace in society. More stress is required at elementary level as class I and II do not contain even a single reference having this value. At the secondary level however, due importance to this value has been given, but the elementary level requires modifications.

Sacrifice


In order to acquire, understand and realize transcendent knowledge one must make a sacrifice. While material knowledge is dependent on caliber, spiritual knowledge is dependent upon character. Sacrifice helps in refining one’s character so they become eligible to achieve this knowledge. One of the biggest sacrifices is to relinquish pride by humbly submitting oneself before a guru. By faithful service and sincere inquiry within such a relationship, the heart becomes fertile ground for spiritual knowledge to blossom. There are martyrs who destroy themselves in the name of something other than
themselves. And there are others who convert society into a graveyard just to fulfill the demands of their own ego. History is an example before us. Neither can we exploit society for ourselves, nor is the society expected to exploit us. We are not a stooge in the hands of social laws, we are not a puppet or a slice of human society; nor can we regard society as a slave or a means to our personal glorification. The important role that society plays in the rule of co-operative living, and the importance we too have in the context of this relationship is all to be well considered. In PSEB curriculum, it is found that the value of sacrifice has not been made part of the curriculum at the elementary level. The value of sacrifice is very important in a human being’s life. One should understand its importance and should learn to sacrifice for parents, friends, society and nation as a whole. This value should be taught to the students at elementary level also so that they can start understanding this value from the early age which will be very helpful for the society, as they will grow up with this value and will be ready to sacrifice in every manner if required to do so.

Self - Control


The control of a well-groomed life-style over the desires, greed and passions of worldly life is recommended in terms of self-control. Through self discipline and control over these vices, an individual can attain the stage of peace, calmness and harmony. Spiritual progress is possible with the help of self-control. Self control is again a very important value. If person controls his mind he can achieve anything in this world. Guru Nanak Dev, first Guru of Sikhs has says “Man jiteay Jag Jeet”. This means that if a person controls his feelings, he can conquer the whole world. But it is observed that not much emphasis is laid on this value. At elementary level i.e. from I to V, no chapter of any subject contains this value. We should teach the students about this value at early stage of their life so that they can develop this ability of self control within themselves. Even at the secondary level this value should be inculcated among students in more
effective manner, because this is an important stage where mind gets attracted towards various allurements, which ultimately creates different types of problems.

Wisdom


Wisdom is a fundamental virtue through which man realizes himself as well as the Supreme Self. International Commission on Education has also emphasized, “The widening of the field of knowledge which enables people to understand the various aspects of their environment better arouses intellectual curiosity, stimulates the critical faculty and enables people to make sense of reality by acquiring independence of judgment.”

Wisdom is the ability to optimally (effectively and efficiently) apply perceptions and knowledge and so produce the desired results. Person should be wise enough to utilize the available resources, make proper use of opportunities to gain knowledge and make appropriate decisions at various stages of his life. So this value is of great importance but not much emphasis is given to this value. More stress should be given to wisdom as a value at all levels of the schools.

Courage


Courage is born of faith—in oneself and in God. The invincible power that infuses life with energy, intelligence and creativity, is always invoked consciously or unconsciously in any act of courage. This power alone guides all actions towards achievement and fulfillment. Without faith, courage will be lacking and without courage, we cannot accomplish anything of significance in life. This value (i.e. courage) is of great importance. It is rightly said that even to speak truth, you need courage. This value helps the person in various fields of life. Middle and secondary level books of PSEB curriculum emphasize on this value but some supplement is required at elementary level also. Even the Social Studies text books are also required to make modification in its syllabus.

**Service**


From selfless and God conscious person goodness flows naturally and spontaneously as fragrance comes from a flower without knowing and without asking. We have the love of God, as the basis of service, so it automatically becomes unselfish. Discriminatory attitude overpowers the spirit of service, which characterizes the state of bondage. Service leads us towards humility, contentment, love and affection. It is said that service is the pre-requisite for the achievement of Charpadarath i.e. dharma, artha, kama and moksha. Though value of service has been given adequate emphasis from class IV to X, we do not find a single reference of this value from classes I to III. Service is one
of the important values, so students must be taught this value in their early childhood. Service to family, service to society, service to Nation and service to mankind should be inculcated among our students from the very beginning.

**Purity**


Truth and Purity go together. Purity of body is related to purity of mind. So without purity of body and mind one can never be truthful. All the vices make man impure. Only those who shed the vices of body, mind and speech can become pure. The body does not become pure with mere bath, purity comes with the name of the True Lord. Although we find the references of this value in P.S.E.B. curriculum but many a time it is seen that it is explained only in terms of external purity. There is a need to stress and signify the importance of internal purity also. First of all mind and soul should be made pure. This purity leads towards the Ultimate Reality.

**Patience**

According the analysis of P.S.E.B. curriculum researcher has found that some emphasis is made on this value but at the middle and secondary level only. At these levels maximum emphasis on this values is given in Punjabi text book for classes VI, VIII, IX and X. Out of these classes much more stress on this value is seen in classes IX and X and chapters which show this value are ‘Adhunik Kav-Dhani Ram Chatrik, Gurmukh Singh Musafhir’, ‘Samay Da Urg’, ‘Jat Da Art’, ‘Ik Per Ghat Turna’, ‘Doom’, ‘Sufi Kav-Sheikh Farid’, ‘Hiao Nan Kehi Dhae’. Hindi and English contributes equally but not adequately towards this value. English text books for classes VII, VIII and X and Hindi textbooks for
classes VII, VIII, IX, and X contain this value in chapters named ‘Let’s Meet Them’, ‘Our National Anthem’, ‘This is My Prayer To Thee’, Two Memorable Speeches’, ‘Sweet are the Uses of Adversity’.

Patience is the level of endurance of one's character which one can display overtly or covertly. It is also used to refer to the trait of being steadfast. It is found that at elementary level nothing in the curriculum of P.S.E.B. shows this value called patience. The text books of almost all the subjects have explained this value in abstract form. It should be discussed and elaborated in concrete manner, so that it should become easy for students to understand. Patience plays a very important role in one’s life. If a person has patience he can acquire a lot of things in his life. Patience keeps violence at bay which leads to peace so we should teach this value to students in elementary level also so that they can inculcate this value in them.

**Duty**

The researcher has found that this value has been included in the curriculum for classes VI, VII, VII, IX and X. Almost all the subject areas have touched and discussed this value. But at elementary level this value has not been carried clearly.

Duty is the social force that binds us to our obligations and the courses of action demanded by that force. Duty is very important value and student’s attention should be directed towards this value. A student should know in his mind his duty and role in various situations. A student should recognize and appreciate his duty towards his parents, teachers, friends, school, society and nation at large. If everybody becomes sincere towards their duty then ultimately it will create a disciplined and healthy society. Along with the secondary level this value should also be inculcated among students from the root level.

**Renunciation**

After analyzing the curriculum of P.S.E.B. the researcher has found that the glimpses of this value are seen in the books prescribed for classes III, VI, VII and VIII, but at the elementary level importance given to this value is miniscule. Text Books of classes IX and X gave more importance to this value than the other classes. In the Hindi text book for classes IX and X following chapters are devoted to this value ‘Dhohwali’, ‘Sri Guru Nanak Dev Ji’. In the Punjabi text books for classes IX and X the chapters
‘Adhunik Kav-Bhai Veer Singh’, ‘Samay Da Urg’, ‘Jaffar Nama’ are devoted to this value.

Renunciation is a highly spiritual value. Real renunciation does not mean mere abandonment of external activities. Real renunciation is to give up the mentality that one is the 'controller' and 'enjoyer' of all his actions. Thus, by offering the results of one’s daily work (money, knowledge, influence, and other such benefits) in service to God, knowing God to be the ultimate enjoyer and controller, one achieves a real state of renunciation. Students of the elementary level are not at all aware of this value. Although the students of the secondary level have studied about this value, but they are not aware of its true meaning. It significance, meaning and importance should be communicated to the students in an effective manner in the curriculum.

Self-Realization

Researcher has found that at the Elementary level no recognition to this value is given. Even up to the Middle level not much stress to self-realization has been made. Only its glimpses are available in textbooks for classes VI, VII, VIII and IX. But in the class X maximum emphasis to self realization is given in the text books of Punjabi in the chapters entitled ‘Gurmat Kav -Guru Arjun Dev Ji’, ‘Sufi Kav-Shah Hussain, Bulle Shah’. In the X class chapters related to this value in English and Hindi text-books are ‘Secret Of Happiness’, and ‘Veer’ respectively.

Self- realization can be defined as a process in which one can realize his real self. Realization is all about knowing truly the real nature of our self. Both the Adi Granth and Bhagvad Gita hold self realization as the most important aim of the Education. But the same is not properly achieved in the present curriculum. So lesson should be made more oriented towards this value, because when a student is able to realize his own self then only he will be able to develop the feeling of compassion.

Justice

After analyzing the curriculum of P.S.E.B. the researcher has found that PSEB has given maximum stress to justice in IX class. Glimpses of this value are also seen in the text books of classes III, IV, V and X. Adequate important to this value is also given in the syllabus of VI, VII and VIII classes. In English and Social Studies text books for class IX the chapters devoted to this value are: ‘Plant also Breath and Feel’,

Justice is an important value which is connected with equality and truth. This value incorporates, in human beings, feeling of accepting others, socially equal by ignoring the inequalities of caste and creed. Justice should be incorporated in the elementary level by making modification in its curriculum. Even at the higher level also more stress should be laid. It may affect positive change not only in the individual but on the social relationships also. Welfare of the society will be enhanced by developing the value of justice among the students.

Faith


Faith is the process of practical service to God in a mood of devotion, is described as the topmost spiritual path. In an age of rampant materialism and temptation coupled with individual weakness and lack of spiritual aspiration, a highly practical and powerful spiritual process is required. Through faith, anyone can experience an incredibly fulfilling spiritual connection in a very short time. If one is able to thus saturate ones consciousness in God, they will be sure to attain the supreme destination regardless of all the technicalities and intricacies that other spiritual processes may demand. In reality, everyone has faith – without it you wouldn’t function in this world. To have faith means to see opportunity, reward and value in something even though you may not be able to perceive it at present. Therefore, according to one’s faith one identifies objects of adoration and reverence and begins to worship them into different ways. In pursuance of this, different individuals adopt various lifestyles or character traits. Faith is the necessity of our life. It gives us the strength to face the difficult situation in life. Students should have faith in God, in themselves, in their parents and in others. For this our curriculum
needs to be modified strongly and develop faith of different types. At the elementary level, emphasis should be made on developing this value. The more we want to achieve, the more courage and faith are needed. This value will help in the survival of Humanity.

**Hard work**

The researcher has found that maximum emphasis on this value has been given in the text books for classes VII, VIII and X. Only passing references made in favour of hard work are seen in the text books for classes III, IV and X. In the IX class Punjabi and Hindi textbooks have given more stress in the chapters entitled: ‘Gau Mukha- Sher Mukha’, ‘Adhyunik Kav –Dhani Ram Chatrik, Dr. Diwan Singh Kale Paani, Gurmukh Singh Musafir’ and ‘Athani Ka Chor’, ‘Rani Mehto’, ‘Himmat Aur Zindgi’ respectively.

The phrase ‘hard work is the key to success’ is of great importance and it must be inculcated among students from root level. It will develop sincerity, love, dedication and commitment towards work. If the students imbibe the habit of hard work from the very beginning then they will definitely be contributing to take the nation to a higher level and thus more and more prosperity will be created, as they are the future citizens of the country. Advancement of the individual as well as society and nation depends upon this very important value.

It is important to expose children at an early age to gain better perspective on the various issues which are a cause of concern to mankind. Emphasis should be laid on integrating peace and value oriented education as well as adolescent education programmes into the curriculum to expose our students at an early age to various social, cultural and religious issues facing the world. Curriculum is a plan for learning. It is as comprehensive as our Constitution. The word ‘curriculum’ means a racing chariot or wagon which has to run a course to reach a goal. It is the instructional and educative programme by following which the pupils achieve their goals, ideals and aspirations of life. It is through curriculum only the general aims of school education find concrete expression. So basic values which seek to monitor and maintain the values within the system as a whole must be made part of the curriculum. These may include truth, humility, equality, hard work, patience, non-violence, duty, unity, the value of the unique individual, community, family and defense of society and social justice etc. The curriculum must include the totality of experiences that a pupil receives through the
manifold activities that go on in the school, inside the classroom as well as outside, at the playground and in the numerous informal contacts between teachers and pupils.

The necessary changes in the present content and scope of value-orientation in education with special reference to the need to ensure development and promotion among students and teachers not only of the highest values of physical, emotional, mental, aesthetic, moral and spiritual culture but also of those values which are uniquely Indian, and which would promote secularism, pride in heritage and composite culture should be made. In an ideal world, values which are clearly understood and shared by all, form a coherent thread which permeates the education system from aims through to outcomes in clear steps. Values are expressed in the Constitution and/or other statutes, which provide a framework for the expression of values through devolved educational structures.

The National Policy on Education (1986) highlights the urgent need for value oriented education in view of the growing erosion of essential values and increasing cynicism in society, with a well-designed system of curriculum, it is possible to make education a forceful tool for the cultivation of desirable ethical, moral, spiritual and social values. Education should foster universal and eternal values.

The Kothari commission has rightly observed, “The expanding knowledge and the growing power (science) which it places at the disposal of modern society must, therefore, be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values.”

Inculcation of desirable values in the pupils is considered essential for meeting out the crisis of character. In the situation that is rapidly developing, it is equally important for us to give a proper value orientation to our educational system. Four most important human values to be developed in students 4 d’s are Determination, Devotion, Discrimination and Discipline.

National Curriculum Framework for School Education (2009) has stated that the textbook is a major educational tool for students. In India, textbooks occupy most of the educational space in schools. They are not just teaching manuals, they shape the minds of children in their formative years and have a profound influence on how young minds interpret reality. For this reason the content of textbooks or instructional material is a deeply contentious issue in several countries around the world. Indeed questions of

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2 Chand, Jagdish: Value Education, p. 123.
curriculum and textbooks are so contested because they are at the heart of debates over national identity and over who will define and control what is worth knowing. This is probably why in a country as diverse as ours, the issue of textbooks is a point of much contestation and conflicting interpretations. In one sense, the content of our textbooks is a crucial disseminator of fundamental values of citizenship, values that we need to pass on to the next generation. Thus the content of textbooks is of vital importance and has a significant impact on the educational development of students.