

CHAPTER - IV

DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

In this chapter the data related to the study has been analyzed and presented. Curriculum followed in upper primary level of education in Gujarat had been taken into consideration. Initially the concept of peace education at this level had to be delineated and a framework on which the presence of peace education perspective could be identified was made. A set of textbooks followed in the standards were analyzed for the presence or absence of peace perspective it offered. The pedagogic processes and the co-curricular and extra-curricular activities were observed as a non-participant observer. Suitable steps were taken to make appropriate interpretation of the instances observed.

4.2. Section – A: Conceptualization of Peace Education at Upper Primary Level

As per the first objective, a conceptual framework was developed on peace education as suitable for school education i.e. for students of upper primary school. After conceptualization, a set of indicators of peace education perspective in textbooks, pedagogic processes and co-curricular and extra-curricular activities were developed. It was taken into consideration in analyzing classroom pedagogic processes and co-curricular and extra-curricular activities.

Peace education arose from the need to face the challenge posed by violence in its multiple forms at all levels of the global social order. It is said that ‘global society is engulfed with violence in all walks of life’ (NCERT, 2004). Right from local level to the global level, we find disconcerting and unsettling violence (Figure 4.1). There are fights, stone pelting, and vandalizing happening at city streets or bombing at enemy territories. Hence, peace education became the means to revitalize and heal the world at all these levels.

It can be said that Peace education is an attempt ‘to create conditions conducive to peace whether at an intrapersonal, interpersonal, intergroup, national or international level’ (Fountain, 1999). According to Vriens (1989), the content of peace education has to deal with the facets of global related issues as well as local issues, so that peace can be addressed at all levels.

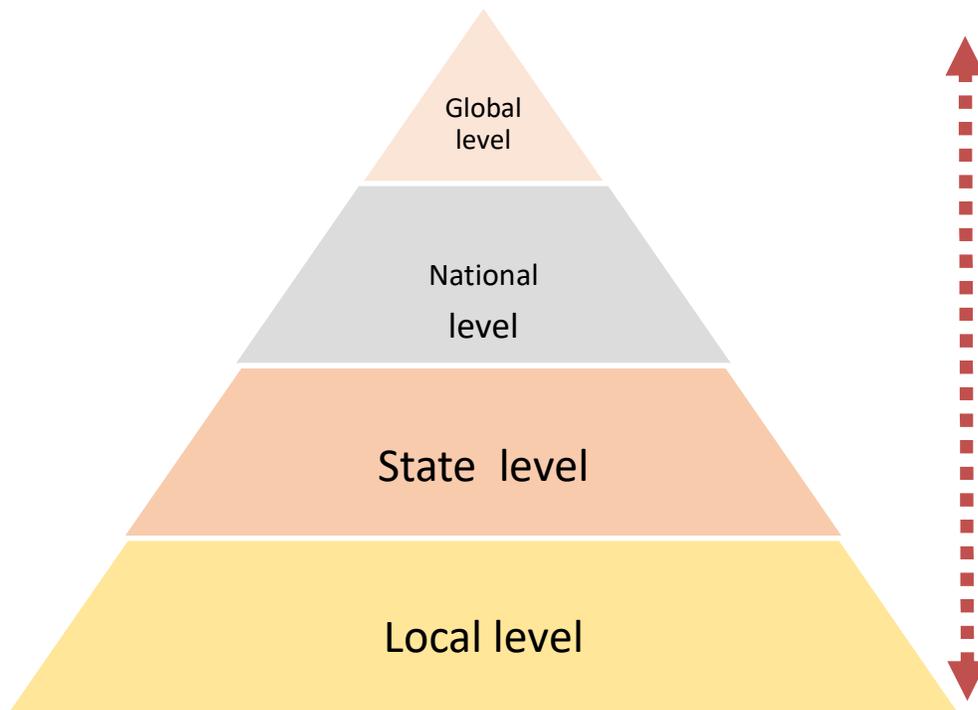


Figure 4.1 Prevalence of violence at all levels of the globe

Peace education offers knowledge about conflicts or violence and also attitude and skills to resolve conflicts by nurturing peace related values. It means peace education is not only about providing information on various aspects of human conflicts but also about teaching skills of conflict resolution. It is about fostering those values which will enable us to sustain peace in the long run. Peace education therefore includes proactive ways to prevent conflicts among groups and communities and countries, deal with the issues of human rights, relationship with the environment as well as building inner resilience in individuals.

Table 4.1 The sub-aspects of outer and inner peace

OUTER PEACE	Global
	Between states
	Within states
	Within Communities
	Within Family
INNER PEACE	Within Individual

The central themes found in peace education literature, namely - warfare reduction and conflict resolution, sustainable development, human rights and personal transformation complement the idea of outer and inner peace mentioned in peace researches. The two aspects of outer peace and inner peace are figuratively presented above. (Table 4.1)

The conflicts existing in environmental, global, international, between states, within states, community and family and their resolution belong to maintaining of outer peace, whereas the individual's inner peace, that is, intra-individual is needed for sustaining the outer peace. Outer peace can also be called as interindividual peace and inner peace can be called as intra-individual peace. For the inter-individual peace, intra-individual peace is a prerequisite. Further, there has to be a balance between outer peace and inner peace. Just focusing on outward peace will be a temporary measure if inner transformation is not taken care of. Inner peace has to manifest itself in sustaining outer peace. Researches in peace concept say that the perspective of inner peace and its relation to outer peace is very less researched into and developed. But it is also true that all spiritual traditions and religious paths have explored the various aspects of inner peace. In the field of peace education too we can imbibe many valuable insights from these spiritual traditions. There are different dimensions and levels of inner peace and they have to be interpreted and put into action. Some of the practices suggested by spiritual traditions are easy to be followed even by youngsters. For example, Yoga or meditation, charitable services and so on. 'As peace research adopts a broader inner-outer framework for considering peace, it is likely that insights and experiences from explorations of inner peace will help create a more balanced view of outer peace in which positive peace can become a desirable ideal in its own right, rather than a concept that is defined in terms of the absence of something undesirable' (Smoker, 1996).

4.2.1. Genesis of Peace Education

It is pertinent to note that peace education is linked closely with peace studies and peace research. So, peace education is derived from peace research and peace studies. It has made immense contribution to the development and dissemination of peace knowledge. The parent field, peace research, like the other two, is multi-disciplinary and trans-disciplinary. **Peace research** has been developed internationally. It has immense scope in the production of knowledge toward the reduction and prevention of all forms of violence. There has been an evolution in the ideas related to peace concept in research materials. We find that there has been

a gradual and encompassing idea of peace over a period of time. Though it may look too simplified, one can identify six broad categories of ‘peace thinking’ which evolved over a period of time. There has been a definite trend in peace research which moved from the idea that peace is just the absence of war, towards a more holistic view encompassing both inner and outer dimension of peace. ‘The conceptual shift involved in moving from peace as absence of war through peace as absence of large scale physical and structural violence (negative and positive peace respectively) to more holistic definitions of peace that apply across all levels and include both an inner and an outer dimension, represents a substantial broadening of the peace concept in Western countries’ (Smoker, 1996).

Although they look disparate, there is a continuity in the way peace related ideas have evolved. Over years, the development of peace concept has undergone several changes as presented in Figure 4.2 below (Smoker, 1996).

Stage-1	Stage-2	Stage-3	Stage-4	Stage-5	Stage-6
1950’s	1960’s	1970’s	1980’s	1990’s	2000’s
Absence of war	Balance of forces	No structural violence	Feminist theory	Holistic Gaia –peace theory	Holistic Inner-outer peace theory

Figure 4. 2 Six main focus of peace education in the past decades as presented by Smoker (1996)

We find a gradual differentiation in the types of research over a period of 50 years and what it is expected to be focused in future as presented in the Figure 4. 2. In early 50’s the concept of peace revolved around the idea of absence of war or pacification between warring factors. Later it shifted towards gender equality and women empowerment and so on.

Peace studies focuses on the transfer of knowledge of alternative interpretations of the international system and critiques of security policy. **Peace education**, drawing on the other two areas, is unique in its focus on the learning process, in both the academic and the social sense. Peace education content borrows its content and methodology from peace research and peace studies. Most of the peace education programmes ‘designed for educating people about other nonviolent ways of responding to conflict’ (UNESCO, 2011) takes its guidance from many such peace research and peace studies.

4.2.2. Addressing Peace at Global Level

In order to address the problems at global level and propagate peace, the area of peace education has to be on awareness of global issues, resolution of international conflicts, environmental concerns, and appreciation of world's cultural heritage. These areas are at awareness level and offer a macro perspective of peace education.

Table 1.1: List of conflict-affected countries: 2002–2011

Afghanistan	Myanmar
Algeria	Nepal
Angola**	Niger***
Burundi	Nigeria
Central African Republic	Pakistan
Chad	Palestine
Colombia	Philippines
Cote d'Ivoire	Russian Federation
Democratic Republic of the Congo	Rwanda**
Eritrea**	Serbia**
Ethiopia	Sierra Leone**
Georgia**	Somalia
Guinea**	Sri Lanka
India	Sudan*
Indonesia	Syria***
Iran***	Thailand
Iraq	Timor-Leste**
Liberia	Turkey
Libya***	Uganda
Mali***	Yemen
Notes:	
Countries in bold are in Sub-Saharan Africa (which also includes South Sudan).	
* During the time period of this chart, South Sudan was still a part of Sudan.	
** These countries were on the list in 2011 but are no longer identified as conflict affected in 2013.	
*** These countries were identified as conflict-affected in 2013.	

Figure 4.3 Countries of the world that are conflict prone

Source: <http://unesdoc.unesco.org/images/0019/001913/191341e.pdf>

At global level there are issues related to violence like hostility and wars, hence disarmament and conflict resolution are being chalked out. The United Nations has been making efforts in international community at large for peace keeping, peace building, the prevention of

conflicts, disarmament, sustainable development, the promotion of human dignity and human rights, democracy, the rule of law and good governance at the national and international level. The United Nations itself came into being to bring about an end to warfare among the different countries of the world. The main aim of UNESCO, the agency of UN, is to create a future that promised 'freedom from fear'. The United Nations Educational, Scientific and Cultural Organization (UNESCO) intends to achieve 'war-free' future by combating 'through **education** the 'ignorance of each other's ways and lives' that has fueled armed conflict across the ages'. There has been intervention in the form of education programmes in conflict –affected areas like Angola, Rwanda, Sierra Leone, etc... By UN (Refer Figure 4.3).

The efforts in this direction by UN can be distinguished at three main areas: service delivery, education sector reform and education for social transformation process.

First efforts were focused on improving access to education and creating an opportunity for children to come back to school in war-torn regions that were in the process of recovery. This is in terms of education service delivery.

Second type of effort by UN was on intervention related to the type and matter of education that deal with 'conflict sensitivity'. In conflict affected areas people get concerned about their national identity. National identity is evident in language of instruction, in religious education, citizenship education and history of the nation. **Sensitivity** in these aspects is needed while reforming or providing education in those regions. The planned reform in conflict affected areas should be taking a whole school approach as well as conducting programmes under the label of intercultural education, life skills education or peace education. This is about education sector reform and is considered as an attempt at peace building thorough 'conflict prevention and post conflict transformation' (UNESCO, 2005).

Thirdly and more importantly education is seen as an instrument of social transformation process. The participants are helped in dealing with the legacy of conflict and move towards long term development specially if there are refugees or internally displaced population. Education is to contribute towards broader social transformation and reform process in other sectors also like political and economic fields.

United nation encouraged the appropriate authorities in the conflict prone areas to provide education, in children's schools, that include lessons in mutual understanding, tolerance, active citizenship, human rights and the promotion of a culture of peace. Peace, Equity, Social

Justice, Democracy and Human Rights are the values enshrined in the UN Charter and all other International Conventions and Declarations. Peace Education is now the subject of UN policy, therefore the UNESCO, the Council of Europe and ministries of education and various universities throughout the world has been conducting global campaign for Peace Education in war prone areas. Even in areas which are not conflict prone, there is a need to promote peace and international cooperation. As the entire world is interconnected now, there is increasing interdependence among nations for having sustainable development.

Sustainable development is also closely related to peace at global level. It relates to sustainability of human being and environment by promoting harmony within humanity and between humanity and environment. Peace in both physical and psychological environment is essential for true development. The inclusion of values such as ecological awareness, which may not have been a consideration for previous generations, are now a high priority in peace building in an era of climate change, major disasters, food shortages and ecological difficulties.

Generally, development of a person or a country is determined by achievement of a high material standard of life. But sustainable development is a multifaceted concept involving not only the material, but also the environmental, economic, socio-cultural and political consideration too.

‘Sustainable development means ecological development and a standard of living which do not impair the future ability of the environment to provide sustenance and life support for population’ (Muschetti, 1997).

In a given society’s development, equitable and just distribution of benefits across the population will give rise to social cohesion and removal of class conflict in the society. And it shall bring in economic sustainability. Cultural sustainability requires us to take care of cultural identity and value system of the people. Ecological sustainability expects us to follow activities that are ecologically viable and should not result in ecological degradation. We as human beings are connected to the environment. We not only derive our physical sustenance – air, water, food, fuel, clothing shelter from environment but also the means of our social, intellectual, moral and spiritual growth. The concept of sustainable development raises issues of equitable allocation of resources among present generation and between the **present and future** generations.

As endorsed by UNESCO, it is only from peace-minded quality education come learners who have acquired literacy, numeracy, and important life skills such as critical thinking, decision-making, communication, negotiation, conflict resolution, coping, and self-management.

It shows that through a planned reform, education can help in conflict prevention and social betterment. Options for infusing the above-mentioned skills, cultural and ecological awareness in existing educational programmes have to be explored.

4.2.3. Addressing Peace at National Level

With the advent of globalization and movement of people across the world, the concept of homogeneous nation state is being challenged and we find increasing diversity of citizens within states. Therefore, in modern day nation building, emphasis is placed on equal rights and responsibilities of all citizens irrespective of their ethnic, religious or cultural identity. The idea is that education has to become a key instrument for balancing a ‘rights-based state- building’ ideology and ‘identity- based nation- building’ ideology.

In order to cope with conflicts at the state and national level, the content of peace education can focus on human rights, citizenship, freedom from bias and stereotypes, national integration, secularism, intercultural and multicultural harmony. It was after the French Revolution that the need of individual’s rights to liberty, equality and fraternity was given its due recognition. French Declaration of Rights of Man and Citizen (1789) laid the foundation for movements of human rights across the world.

Every individual has the rights against political, social, economic and cultural oppression, injustice and inequalities in the country or state in which they live. Democratic principles and human rights are closely related. Democratic principles follow social justice and human rights, which considers gender equality and fair treatment to the disadvantaged, the special people or the child. The importance of human rights cannot be ignored in peace education. Here the issues to be emphasized are more on human rights principles of participation and non-discrimination. ‘The inclusion of human rights education, explicitly or implicitly, is also cited as an important indicator of the values that the education system communicates to new generations of children and young people’ (UNESCO, 2005). Peace can be created in a society if there is adherence to respect for individual irrespective of his caste, creed, gender or religion. All important debates and discussions related to equality of individuals as human beings and peace in the world can be covered under human rights. Human rights are simply what every human being owes to every other human being and as such a universal moral obligation.

According to Susan Moller Okin (NCERT, 2004), ‘there are at least three kinds of important human needs – to basic physical goods, to physical security and to be treated with respect’. Human rights focus on promoting a world order where the full potential of each and every individual can be realized by learning to live together in peace and harmony. Human rights are those rights, which every human being is entitled to enjoy by the virtue of being born as a human being. Human rights are universal values based on dignity, freedom, equality and justice without any distinction of caste, creed, color, sex, religion or country. In the community, especially the Rights of women, Rights of marginalized, Rights of disabled and the Rights of child are the most neglected. Their rights can be addressed through peace education. Some important human rights including that of a child (NCERT, 2004) are as follows:

1. Right to freedom of expression: to tolerate differing views, accept verbal and written expressions and not to oppose dissenting views.
2. Right to life: to be provided safety, food and nourishment and medical facility; to be protected from injury or assault by another.
3. Right to justice: to provide redressal and fair treatment so that it brings harmony among individuals.
4. Right to religion: to provide space and facility to practice any religion and accept the difference in worship
5. Right to assemble: to allow people to gather in a place to share and socialize and not be penalized for legitimate gathering
6. Right to political participation: to give freedom of choice to all to elect or select their leaders
7. Right to work: to be given to –the work of their choice
8. Right to health: to be provided a safe environment that doesn’t harm one’s health.
9. Right to education: to be given appropriate learning opportunities
10. Right to culture: to accept diversity; to be aware of identity, dignity and beliefs of those culturally different from oneself.
11. Right to love and affection: it is the right of every child to get the love of parents, teachers and friends.
12. Right to time and space for play: a child has the right to access playgrounds and conduct leisure time activities.

13. Right to education: a child must be provided developmentally appropriate skills and knowledge.
14. Right to name and nationality: a child has the right to identity (when issues related cross country adoption takes place).
15. Right against indiscriminate: a child whether a male or female is to be treated with equality and fairness.

Human rights focus on promoting a world order where the full potential of each and every individual can be realized by learning to live together in peace and harmony. It asserts that rights exist in each of us because we are human and belong to human race. One has to find out if opportunity for including human rights perspective in existing educational programmes is offered or not.

4.2.4. Addressing Peace at Local Level

For peace and harmony at local level, peace education can focus on reconciliation of disputes, fostering tolerance, mutual respect, appreciation and protection of environment, fulfillment of social responsibilities etc. The development of **skills** aspect of peace education and not just knowledge is essential at this 'micro' level. At local level, primary groups like family, neighbourhood etc. and secondary groups like classrooms, schools and institutions interact with each other. Here we have to focus on how certain values and attitudes that are essential in interpersonal relationship can be fostered. Peace education has to be seen as personal transformation for better social relationships.

The exposition of interpersonal level values has a base in a set of individual level values. The ability to respond justly and affirmatively to the needs and sufferings of others is the hallmark of interpersonal level values. Peace oriented values or peace within oneself is essential to develop other interpersonal values. For example, the manifestation of **compassion** which can be termed as interpersonal value comes from certain instilled intra-personal qualities of **love** and **acceptance**. Values of intra-personal level refer to those which are practiced by an individual at individual level, which may be present in him or her irrespective of his or her social relationships e.g. **Creativity**. Here the manifestation of creativity is a reflection of self-realization. A person is driven by his own motivation and habit to be creative. It may or may not be of significance in fostering interpersonal relationships. Whereas there are some interpersonal values that impact the

relationship between two individuals. They have to be present in him so that social relationship flourishes. Although not exhaustive, a set of values that define one's ideal and peace oriented intra-personal and interpersonal nature is presented below.

Table 4.2 Intrapersonal and interpersonal values

Intrapersonal values	Interpersonal values
Love	Gentleness
Integrity	Gratitude
Wisdom	Compassion
Common sense	Forgiveness
Good manners	Kindness
Discrimination	Regard for duty
Peace	Respect for parents
Humility	Respect for teachers
Simplicity	Caring for others
Social awareness	Friendliness
Satisfaction	Tolerance
Acceptance	Patience
Leadership	Non-Violence
Self-efficacy	Concern
Contentedness	Unity
Right Conduct	Harmony
	Respect for all religions
	Responsibility
	Cooperation
	Sharing
	Family values
	Working in teams

Fulfilling responsibility, providing freedom, treating others with equality, following nonviolence, showing tolerance, meting out justice, strengthening unity arise from both intra-personal and interpersonal values. In many ways they can be termed as instrumental values. Instrumental in bringing in peace and harmony in society. Ways to develop these qualities through educational curriculum has to be explored.

4.2.5. Addressing Peace in School Curriculum

In alignment with the above-mentioned ideas, the paragraphs below mention the elements needed in school education. In order to have a peace perspective, the school education curriculum has to pay attention to: -

1. The concepts of global level wars like the world wars, the reasons for such wars, disarmament and the efforts of United Nations in bringing in peace between warring countries have to be included. The major global problems have to be introduced to the children so that they learn about the political, social and economic conditions prevailing in the world.
2. The views on sustainable development encompassing the entire world, not just within the geographical location of a country, also should find mention. Education increases the capacity to address environment and developmental issues which are a major source of conflict and lack of peace. Environmental issues have to be integrated into education at all levels cutting across various subject areas. Schools should involve children in local and regional studies on environmental health, safe drinking water, sanitation, hygienic food and eco system. The idea of capitalism that provides uncontrolled individual freedom to exploit the natural resources has to be balanced with socialism that secures social good.
3. The views on human rights and democratic citizenship is to be given adequate coverage. Human rights perspective should cut across the subject boundaries or the classrooms to the entire spectrum of the campus life and even beyond. Cross cultural understanding, tolerance and respect for human dignity among the students shall be developed. A rights-based society has the possibility of creating a peaceful society. 'Every area of the curriculum carries values with the potential to communicate implicit and explicit political messages. Language, literature, History, geography and the place of culture and religion are just some of the areas that often get drawn into controversy' (UNESCO, 2005). So, an integrated approach to teaching of values promoting human rights with subjects already being taught in the schools has to be adopted.

4. More inclusive (in terms of ethnic, religion and language) school would bring down difference between groups. ‘Initiatives that try to bring about more inclusive schooling can help mitigate the development of negative stereotypes between groups in conflict’ (UNESCO, 2005). Multilingual policies and promotion of mother tongue can be the bridge to learning national, official and international languages.

5. The very idea of personal transformation becomes possible when children who are taught independent thinking and skills of critical inquiry. They will become less affected by religious indoctrination. Children can be taught to deal with aggression in a responsible way. They can be helped to rise above the self and narrow loyalties and develop a sense of ‘we’ feeling instead ‘I’ feeling. Critical thinking and taking initiatives or actions based on the outcomes of critical thinking is to be taught through the day to day activities of the students.

6. Challenges to peace like population explosion, unemployment, global warming, toxic wastes, pollution, nuclear armament, religious fundamentalism, terrorism, extinction of species, and deforestation etc. must find a place in school curriculum.

We need to realize the central role that education can play in meeting the complex demands of peace making and peace building. It is education that can make a difference by designing the future through the young generation under its care. The concept of peace education has been defined by many leading exponents in the field. Some of their ideas have been presented below.

4.2.6. Views of Leading Exponents of Peace Education

The concept of peace has been interpreted in a number of ways. It is considered as absence of war by some, absence of violence by some, justice and freedom to all by some, ecological balance or sustainable development by some, inner peace by some. Any kind of threat to peace can be dealt with by imparting peace education to the young generation. It shall enable the students to think of non-violent means of solving various conflicts. Various experts in the field of peace studies have given their views on peace education.

Bronfenbrenner (1979), mentioned that peace education includes working at the intrapersonal, interpersonal, intergroup, national or international levels. Theoretically, these levels are nested within one another in an ecological framework. So that events in one system

will have repercussions at other levels. He believes there can be positive contributions of schools towards peace education.

Leah C. Wells (2003) says that ‘Peace education is a movement to humanize education, to integrate meaningful learning experiences, foster communication and personal reflection, self-actualization and realization of talents and gifts and how they can be used to make the world a better place. Peace education treats students as active participants in their learning and challenges them to look at the world as something connected to their daily learning experience. It promotes an interconnected view of the world and gives students tangible skills in conflict resolution and managing everyday problems they encounter. It also teaches students to look at problems in a radical way.

Harris (1988) asserts that, the main task of peace education is to strengthen confidence in democracy and its capacity of solving problems devotes significant attention in his research to the analysis of different possible strategies for peace, he appears to conclude that peace education is tantamount to empowerment education.

Alger, C.F. (2003) suggests that peace education programs should emphasize long-term peace building that extends beyond the length of one lesson or one grade level. Educators need to develop an understanding of the challenges of other cultures. Along with cultural understanding, they need know how to deal with religious, sexual, and economic diversity.

Brock-Utne, B. (1989) writes “Peace education is opposing all violence, not just overt forms of war but also change in values in person”, The author suggests a transformational approach to peace education through a change in values.

Vriens, L. (2003) discusses how to integrate cognitive and personal understanding into the curriculum through the activities presented within the text. Vriens reminds educators that human rights are directly linked to peace, and therefore must be addressed during and discussion of peaceful community.

According to **Solomon**, (2002) a peace education program would have very different goals in a region of intractable conflict (an area experiencing an ongoing and historically persistent violent ethno national conflict) than in a region of experienced tranquility (an area that has no violent conflict).

In a similar vein we find that **Delors** Report (1996) has identified ‘Learning to live together’ as one of the central pillars to promote peace and harmony in the society to meet the

challenges of this millennium. The principle of learning to live together means two things. First, it means to develop an understanding of others –their customs, culture, traditions, spiritual values and history. Second, it stands for understanding of common goals to meet future challenges in a peaceful and intelligent way.

The leading exponents in the field have given us valuable insights about the area of peace education. In our attempt to provide peace education, it is essential that the above-mentioned principles are adhered to. In other words, Peace education need to have a comprehensive outlook – from individual level to international level, Knowledge, skills and attitudes relevant to fostering peace has to be included, it has to focus on prevention of conflicts and violence and create conditions conducive to peace, create understanding about the similarities and diversities of mankind and the social context in which peace education is to be provided. All the above-mentioned ideas have to be kept in mind when dealing with peace education.

Although schools have been considered as the centres of education, education and learning in real sense takes place in a broader social context and not exclusively in schools or classrooms. Therefore, it is important to note that any kind of education including peace education relies on families, communities and social context to affect a positive change.

The following paragraphs explore how peace is viewed from Indian social context and how our school curriculum can integrate the culture of peace found in ancient scriptures and recommendations of India’s Constitution, Educational Commissions and the National Curriculum Frameworks.

4.2.7. Legacy of India in terms of Understanding Peace

‘Peace education is more effective and meaningful when it is imparted taking into account the social and cultural context and the needs of a country’ (UNESCO, 2005). In Indian context, there are many antecedents that favour a peaceful way of life. We have been endowed with a unique understanding of peace and tolerance which has to be carried forward to the next generation. It is the country that gave the world the Vedas and some of the world’s major religions. The concept of non violence and noble ideas like ‘simple living and high thinking’ are the basis of such religions. India has produced noble souls like Buddha, Asoka, Gandhi and many more role models, who inspire the younger generation in non violent ways of living. It is a country that withstood the numerous assaults, absorbed ideals and yet not lost its identity. It is a

country that cherishes family values, acknowledges a mother's sacrifices, defends its motherland fiercely and has a legacy of self-sacrificing freedom fighters. It places high value on independence, freedom from subjugation, freedom from oppression – the hallmark of a peaceful society. It believes that the entire world is one family conveyed by the expression 'Vasudeva Kudumbakam'. Following familial principles is a precursor to peace among countries. In other words, 'Satyam, dharma, shanti, prema and ahimsa' is how the Indian tenets or eternal values guide the life of men and women. In other words, 'Truth, right conduct, peace, love and non violence' are worthy of following and worthy of human seeking. Not only 'Sanatana Dharma', the Hindu 'way of life' which enlists these tenets, but also all major religions have professed the importance of peace. 'within any religion, there is a potential spectrum of possible perspectives on the teachings of that particular religion or spiritual tradition, including how those teachings relate to world peace' (Smoker, 1996). Learning to live together has been a way of life in India. In spite of its heterogeneity it has been able to remain united through all many odds. Much of this legacy is found in our folklore stories, fables, lives of saints and so on. In language subject and social science subjects, the Indian peace perspective get reflected to a large extent.

4.2.8. Peace as Reflected in Indian Constitution

In contemporary India, a humane way of life is envisaged in its constitution. It has provided a template to bring in unity in diversity, whether it is its preamble or directive principles, if followed truly can bring in an exemplary society. At national level there are issues related to imbalance among states in terms of illiteracy, economic growth and regionalism hence national integration is being stressed. At state level, disparity in education and work and jobs availability, hence cohesion is sought not only at state level but also at national level.

By declaring India as a secular democratic society, the Constitution provides for simultaneous flourishing of different castes, religions, groups and communities. The Preamble of the Constitution of India states "We the people of India solemnly resolved to constitute India into a sovereign, secular, democratic, republic and to secure to all its citizens justice, liberty, equality and fraternity". The word "We" itself suggests unity and togetherness of people.

The Fundamental Duties (Article 51A) enshrined in the Indian Constitution exhorts, among others, all Indian citizens to:

- To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities;
- To renounce practices derogatory to the dignity of women;
- To value and preserve the rich heritage of our composite culture;
- To protect and improve the natural environment including forests, lakes, reserves, wildlife and to have compassion for living creatures;
- To safeguard public property and abjure violence.

Our constitution calls upon us to abjure violence, to follow the fundamental duties, and to raise the global awareness in the students. It suggests that priority is to be given to living together as one nation. Learning to live together is the ultimate goal of peace education.

4.2.9. Peace Education Exemplified in National Policies of India

The two main national policies on education –NPE 1968 and NPE 1986 – stressed the need for just and fair society by developing in its youngsters a national citizenship but also a world citizenship. The policies expressed the idea that human resources are built in schools. Schools nurture young people who would support in state, nation and global development. They would fight inequalities and build a safer and better place to live. Such expectations reveal that the peace perspective has not been neglected in the educational planning.

The National Policy of 1968 aimed to promote national progress, a sense of common citizenship and culture and to strengthen national integration. ‘It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people’(NPE,1986). National Policy of Education, 1986 – it sought all round development of learners. It entails that both physical and spiritual development of students. It suggested modification in the mind set and value system of individuals for promoting the goals of socialism, secularism and democracy.

It can be noted that the national education system should adopt three fundamental core elements namely the history of India’ s freedom movement, the constitutional obligations and contents that are essential for nurturing the national identity. ‘Importance is to be given in all subject areas to India’s common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes and protection of the environment so that it can create ideal citizens’

(NPE,1986). Directly or indirectly, guidance or pointers are given for promoting harmony regardless of diversity prevalent in the nation.

The road map for education at all levels and all modes is provided in our national curriculum frameworks based on the tenets suggested in national policies. Indian curriculum framework, curriculum and textbooks for school education go through stringent and regular revisions with the aim of creating a sound base of what is good and useful now but also for future. And in curricular frameworks too peace perspective is not neglected as they have stressed that themes and contents of peace education can be taught in the classroom through curricular and co-curricular approaches.

4.2.10. Peace Education as Reinforced in Education Commissions of India

According to University Education Commission, 1948, education should aim at ‘Strengthening democracy, promoting social justice, promoting equality, promoting national and international fraternity, valuing liberty’. It suggests in a democratic set-up, individuals are considered as assets and opportunities are made available equally to achieve their potentials. They get to develop desirable personal and interpersonal values. Democracy can flourish if all sections of the society are allowed equitable development. Fraternity suggests unity inspite of diversity.

Developing democratic citizenship is one of the central aims of education according to Secondary Education Commission, 1952. This aim can be fulfilled only if individuals learn the art of living in the community. Consequently, the qualities like discipline, cooperation (unity), social sensitiveness and tolerance is developed in students.

Kothari Commission (1964) in its report states that among the many aims of education character formation based on social, moral and spiritual values is important for our national development. It means development of citizens of strong character, possessing and practicing social, moral and spiritual values. These values encompass unity, equality, responsibility justice, tolerance and nonviolence. According to Kothari Commission, ‘In a situation of the type we have in India, it is the responsibility of the education system to bring the different social classes and groups together and thus promote the emergence of an egalitarian and integrated society’.

National Knowledge Commission (2005) considers education a potent force for any developing state. It is education which can question existing socio-economic arrangements in

manner that leads to innovation, change and development. It presumes that thinking and questioning, in other words critical thinking ability to find better solutions to problems, a vital aim of education.

An individual being a true democrat will accommodate diversity and being secular will be tolerant of all religions, being a true follower of justice shall ensure equality and freedom be made accessible to all, being a rationalist having scientific temper shall engage in critical thinking and take proactive initiatives, also generate new knowledge. The promotion of respect for cultural diversity in the country, in other words respecting the cultures of other communities is focused in National Curriculum Framework 2005. Unity, justice and tolerance are the underlying values in fulfilling this commitment.

4.2.11. Potential for Peace Education in School Curriculum

It is generally assumed that curriculum stands for subjects and subject matter taught by teachers as given in textbooks. Education planners have for long tried to bring in modification in this narrow sense of curriculum. In real sense the curriculum stands for all the activities that take place in the school for the development of the learner. Curriculum defines the entire process of schooling that a child undergoes to develop his personality. Students need to develop a healthy and realistic perspective of the current socio-political and economic problems faced by the country. The school curriculum through its many aspects is entrusted with creating an understanding about the world and its future amongst the learners.

Although the expectations from curriculum are vast, the learning outcomes mainly fall under the **knowledge, skill and affective** domains. There are many qualities that defines the affective domain like positive thinking, empathetic listening, critical thinking (that has a cognitive angle), compassion, love, empathy (that has an affective angle) and so on. Only on developing certain internal qualities it can be projected appropriately by an individual in his outward dealings with others in the surroundings for upholding peace. Values are not to be imbibed in isolation but integrated in their being; imbibe values that would deal with collective good than individual benefit; imbibe values not for one's own but for what will be conducive to prolong life forms on earth.

The structure of curriculum content generally mentions the content or learning areas i.e. subjects and contents. It also describes the organization of content within the framework and the

extent to which schools and students can make choices. For example, students can choose the second language subject. Decisions are taken related to number of hours assigned to a particular subject at a particular stage of study. The curriculum must take this also into account. In this circumstance, the orientation to peace perspective need to be integrated with the existing subject areas of curriculum and co-curricular activities.

As mentioned earlier the structure of curriculum content or learning areas here stands for the subjects offered at this level. There are seven major subject areas specified in the curriculum for primary level education i.e. up to standard VIII, namely the Languages, Mathematics, Sciences, Social Sciences, Work Education, Art Education, Health and Physical Education (NCF,2005). The objective of teaching these subjects and content areas at upper primary level has been outlined in the syllabus published by NCERT (2006). In each of the subject areas there are separate subject books that elaborates on the content areas and expected learning in those areas. Apart from knowledge and skills particular to the subject, there are values indicative of peace in most of the content areas.

In transaction of the above-mentioned content, the methodology (whether it follows a teacher centered approach or learner centered approaches) can help create a peace-oriented learning outcome in the students. It suggests that not only the subject matter of learning but also the method of learning helps in the making of peace-loving individuals.

The constituent **knowledge, skills and attitudes** of peace education can be fostered through the above-mentioned subject areas if they are integrated resourcefully by the teachers in their teaching. Although a deeper analysis can point out many more elements of peace perspective; a few of them have been identified in the paragraphs below.

4.2.12. Curricular Areas and Their Scope for Instilling Peace Values

Language

Language learning at the primary stage is crucial to not only meaningful learning in all the subject areas but also to the learner's emotional, cognitive and social development. At the upper primary stage, students' competence in both the languages – first language and second language - have to be strengthened further to enable them to acquire real life skills to be used in their future day-to-day life. In their first and second language, they have to be introduced to various forms of literature. The study of the third language would also begin at the upper primary

stage. The study of all the three languages, then, has to continue up to the end of the secondary stage.

There are manifold topics covered by language subject. But there are some topics that can be used for providing a peace perspective in terms of **knowledge** about the culture of different countries, habitats, environment, leaders who inspire, poets and their poetry, the accounts of rivalries, conflicts, wars, conquests and defeats, with men as the main actors on the stage of social life. Many works of literature are renditions of these instances in dramatic, emotionally charged and highly stirring manner. It offers scope in **skill** of articulation, written expression, negotiation of problems and solutions related to peace. There are stories or poems through which **attitudes** relevant to peace like compassion, respect for life, tolerance etc... can be developed.

Mathematics

One of the basic aims of teaching mathematics in schools is to inculcate the skill of quantification of experiences around the learners. At the upper primary level, the four fundamental operations - addition, subtraction, multiplication, division, and computational skills related to them need to be mastered on numbers and fractions. The concepts of length, mass, capacity, money, time, area and volume are developed along with the units of measuring these. Generally, it is presented as an isolated subject that has no relation with the social reality. However, this subject could be related to peace education in several ways. Mathematics can use more concrete activities, assignments and exercises related to reality in order to raise awareness on national and global issues affecting mankind.

There are topics in mathematics which provides peace perspective in terms of **knowledge** about universal laws and mathematical logic. They govern the working of natural and manmade things that may be constructive or destructive to peace. It offers scope in terms **skills** of problem solving, thinking about solutions, etc... In terms of **attitude** and values the mathematical content supports accuracy and integrity.

Science and Technology

Science forms an integral part of learning at the primary stage. Essentially it has to be learnt mainly through concrete situations related to immediate environment during the first two years. Children at this upper primary stage begin to recognize, the relationship of science, technology and human enterprise. The process has to be strengthened and concretized. Elementary understanding of some basic principles of science relating to matter, materials and

energy can be introduced at this stage. Instead of loading the students with scientific information, efforts should be made to help them to learn key concepts which cut across all the disciplines of science.

In terms of **knowledge**, peace perspective could be found in science subject as it covers topics such as environment, biodiversity, animal and plant kingdom etc. Life sciences deal with survival and struggle that is observed at all levels of life. However, issues of coexistence, interdependence and cooperation are at the core of both formation and maintenance of life. In terms of **skills** related peace, the skill of experimentation, discovery, and innovation are encouraged by this subject. In terms of **attitudes** pertinent for peace, the search for truth, service to people becomes possible.

Social Sciences

The component of social sciences is integral to the total quantum of general education up to secondary stage. It helps the learners in understanding the human environment in its totality and developing a broader perspective and an empirical, reasonable, and humane outlook. At the upper primary stage, the learners may be gradually initiated into the study of India and the world in some greater detail. The components of environment and their interaction will be studied in terms of processes and patterns. The contemporary society including the social, political and economic institutions of India and their functioning, the administrative system, urbanization and economic and social development may be some other areas to be included. In addition to academic skills, through the subject of social studies both social skills and civic competencies may be developed to help them grow and participate effectively in day-to-day life.

The prospect social science subject in enhancing peace is more. In terms of **knowledge** it offers description about past, centers of power, and places etc. Commonality and diversity of human cultures, Population, Ecosystem, Pollution, Gender issue, Racism, World poverty, Problem of war/terrorism, Trading relationship, World cultures and many more. Political science revolves around issues of power, competition, winning and losing and economic theories promote various concepts based on the notion of the survival and earning a livelihood. In terms of **skills** related to peace they empower one with the skill of prediction, data analysis, positive perception, empathy, alternative vision, critical thinking and responsible decision-making. The **attitudes** that can be developed through the contents are accuracy, compassion, unity, forbearance and so on.

Work Education

Work Education is viewed as purposive and meaningful manual work, organized as integral part of the learning process and resulting into goods or services useful to the community. At the upper primary stage, the learners are sufficiently mature to carry out strenuous work involving higher skills and requiring closer neuromuscular- coordination. The activities have to lead to enhancement in nutrition, personal and community health, sanitation, productivity and economic status of the community. Thus, activities may have three dimensions, observation of work situation and identification of task, participation in work situation, and preparing articles in large numbers. All activities need to be simple and enjoyable.

The prospect work education subject holds for enhancing peace is notable. In the domain of **knowledge** related to peace we get to know about neighbourhood, and other community places. It has the potential to enhance the **skill** of working together. The **attitudes** related to peace perspective like importance of manual work and compassion can be developed.

Art Education

Art education constitutes an important area of curricular activity for development of the personality of the learners. At upper primary stage, art education programme should comprise handling of the materials for drawing, painting, collage, clay modeling and construction of puppets; creating artistic things by free expression method and specific topics method; handling and playing of simple musical instruments and sound-producing bodies; movement, mime and simple dance forms; community singing; simple concepts of visual and performing arts; theatrical arts; stories of great personalities in the field of arts; and stories connected with other countries. Theatre arts and dramatization may be suitably introduced. Emphasis should be laid on the use of learner's own imagination and development of his/her own concepts and expression through exploration. He/she should be enabled to develop a sense of organization and design, i.e., aesthetic arrangements permeating all life, and to feel a deep and lasting joy of art.

In the domain of **knowledge** related to peace, art education provides knowledge about colour, shape, structures, dimensions etc. The understanding of architecture, dance forms, paintings, music needed in cultural understanding is enhanced. In terms of **skills**, the skill of drawing, creating new and useful objects for sustainable income becomes possible. The **attitudes** and **values** for better understanding of other culture and protecting the beauty of nature are possible through the study of art and craft education.

Health and Physical Education

Health and physical education have to be concerned with total health of the learner and the community. At upper primary stage keeping in view the characteristic physical growth, neuro-muscular coordination and social development, the learners may be exposed to vigorous developmental and rhythmic exercises, gymnastics, athletics, aquatics, judo, yoga, drill and marching, scouting and guiding camping and various team games and competitions. In health education, provision should be made for creation among learners, awareness related to common health problems, safety measures, nutritional problems, adulteration, first-aid, sanitation and pollution. Exercises of breath and yoga should receive special attention. Physical education should include more vigorous activities of various sorts including athletics, major games including indigenous games, gymnastics, yogic exercises, meditation, judo and swimming. The NCC, scouting and guiding and social service should be encouraged in addition to the compulsory programmes of physical education.

Knowledge about human health and well-being and ways to keep oneself fit and energetic is the prospect health and physical education subject hold for enhancing peace. The students acquire the **skill** of maintaining one's own health and keeping the body fit to tackle any situation. In terms of **attitudes**, sportive nature and equanimity and many more values needed for peace can be developed.

Among the seven subject areas mentioned, Social science and Languages have more scope to inculcate peace related values. The textbooks can be used for not only teaching the contents specific to the subject but also for infusing the perspective of peace and harmony. Their importance can't be underestimated. It is a tool that is 'largely accessed by children from multiple contexts' (NCERT, 2014). We find that a particular textbook is meant for a particular group of learners, who belong to a common age –group and have almost similar background of knowledge and experience. In this context we need to ensure textbooks meet the needs of upper primary level students in terms of peace orientation.

Teaching of subjects becomes easier with the help of textbook. The whole of text book - content that encourage their construction of knowledge, the visuals that represent and support the textual content in a different way, and the exercises that reinstates the constructed knowledge - have to promote human values. The situations and narration of events should be done in a language free of prejudice and disrespect. The content should have a direct bearing in the

student's later adult life. It should help students to have broader outlook to look beyond home, neighbourhood, school, community, nation and the world.

4.2.13. Upper Primary Stage and Peace Perspective in Curricular Areas

Distinctiveness of students of upper primary level has to be kept in mind as we deliberate on how to teach peace values to students. The upper primary students are in adolescent stage where reading, writing and understanding has reached a higher level than students of lower classes. Moreover, at the 'formal operational stage' (Piaget, 1960) they can hypothesize and reason well. Keeping in mind their developmental objectives the content and methodology of teaching peace could be aligned.

In a given situation the teaching learning experiences has to relate to the nature and characteristics of the particular age group of children. The upper primary stage marks the beginning of new aspects in the development of personality mainly emerging from;

- a) The student's desire to satisfy his basic needs for self-esteem, affection, acceptance, security and achievement.
- b) The group influences, since the students tend to value the attitude and behavior of any group to which they belong.
- c) the keen interest of the student in his fast-developing body
- d) the desire of the child to become adult

At the upper primary stage, the learner is still in the stage of formal operational stage which is approximately begins at 11 years of age and goes on to his adult stage too. He is gradually able to think of logical solutions to even hypothetical problems. Those solutions that were sought for concrete experiences and situations would now become possible to be applied to unfamiliar or abstract propositions. In this context the type of learning experiences planned and provided to the students at this level would have to be exciting and full of interest. The content and activities have to be life centered than book centered. As the students are young and vulnerable, sensitivity has to be shown in the presentation on the content. Gruesome and horrid description have to be avoided. Hard and difficult vocabulary should be minimized.

Some of the things that should find mention in learning materials are: -

1. Child's immediate environment and speak about things familiar to him.
2. Common place names of children or adults to which children can relate to.

3. Narratives/ stories / poems and visuals that reflect nonviolence and peace.
4. Role models or important historical personalities who are worth emulating
5. Family values
6. Diversity of food and the different food habits of people
7. Diversity in abilities is portrayed and how they are used at times of need.
8. Locales where the story unfolds is diverse i.e. both rural and urban settings
9. Getting along with others who are different from others
10. Endangered species and their protection
11. Persons or personified animals who exhibit humane characteristics.
12. Folklore and local stories.
13. Interacting with classmates and sharing of ideas and opinions
14. Imagination and creativity

Apart from the above-mentioned contents, curriculum should reflect some of the major issues facing the world today such as disarmament, avoidance of nuclear war, ecological problems, racialism, colonialism, apartheid, international economic order, international cooperation in various spheres, violation of human rights in various parts of the world. They offer a global perspective on peace education. The peace contents like diversity and composite culture of India, rights and duties of citizen, national challenges that have a direct or indirect bearing on peace, role of reformers and leaders shall offer a national perspective on peace education. The ideologies, culture, traditions, values of the community in which the child lives would offer a local perspective on peace education. Moving down to the school level where the child spends most of his time, we should ensure a whole school approach to peace education be taken up. As ‘Initiating a peaceful culture in school should start from within the staff, by developing attitudes and behaviour of appreciation, co-operation, belongingness, trust and spirit of learning’ (NCF, 2005).

4.2.14. Pedagogy Most Suited to Peace Education

In and through the subject areas and through the teaching methodology, certain pertinent values conducive to peace can be developed. Students constantly interact with teacher during classroom teaching. Teachers possess skills of imparting content and also mould the students into good human being. The transaction if reflect the peace laden components, it would point out that

peace perspectives are taken into account. It would be necessary to change the *teacher-centred* classroom approach to *child-centred* learning. When there is active and participative learning in the classroom using interesting teaching and learning methods in a friendly and lively atmosphere marked by creative expressions of potentials and discipline, peace will emerge naturally. Teachers have to identify effective teaching strategies and practices that could transform the school into a place of harmony.

4.2.15. Co-Curricular and Extra-Curricular Areas and Their Scope for Instilling Peace Values

The place of extra-curricular or co-curricular activities of the school curriculum too plays an important role in the development of the students. There are many co-curricular activities organized in schools like debates, study circles, indoor and outdoor games, sports, music, dance, social festivals, cultural programmes, assembly, picnics, visits, fairs and so on. These activities help in achieving goals of education, make students enthusiastic, develop leadership qualities, and develop sociability. They bring students together, unite them and develop a feeling of togetherness. Co-curricular activities help in building and maintaining identity and relationship, they help build understanding the natural and constructed world. In terms of peace attitudes, they learn to relate, participate and care about others and the environment. The co-curricular activities enhance their understanding in the curricular subjects they learn like English, Science, Mathematics, Social Science, Arts and Sports.

In order to bring things to fruition, the school has to introduce a living system of peace values, norms and practices into the daily life of the school. Inequalities as such cannot be cured. More than equal income and similar pay scales, equality in opportunity and equality of power is important. Equality of opportunity means equal opportunity to improve knowledge, skills and live a life of dignity. Equality of power here means getting a voice and power of choice. Even if resources are scarce, a creative mind can make better use of it. If resources are more, a caring mind can share with others. So, a mind - creative and caring - needs to be created. Human beings are not just doing beings, they are thinking, feeling beings. Feelings have to be channelized. Thinking has to be channelized. The thinking and feeling which results in doing has to be channelized. Peace education aims for modification of behaviour through channelizing the

thinking and feeling facility of human beings. Peace education is meant for the young and the old. But it is easier to develop the younger generation than grown up people.

4.2.16. Indicators of Peace Education in This Study

Peace is not a new concept to human beings. One can find a lot of literature pertaining to peace education at national and international level. Pointers are cited in the national level documents for promoting peace and harmony regardless of the diversity prevalent in the country and also at international documents (UNESCO 2005, UNESCO, 2011). Directly or indirectly pointers are given in the national level documents for promoting peace and harmony regardless of the diversity prevalent in the country.

It is in this context the investigator decided to form them as the indicators for analyzing the curriculum of primary education. There are ways in which the presence of these values minimizes conflicts and better the chances of togetherness. The following are the peace values derived from the literature presented above.

Responsibility: It means a duty or obligation to satisfactorily perform or complete a task. It is also associated with reliability and trustworthiness. Conflicts among men mostly rise as a result of ignoring one's responsibility. It could be a child not doing his assignments or a teacher not completed the syllabus that she was supposed to in her course. It can be minimized if one is reminded about one's roles and duties in the society (The Fundamental Duties, Article 51, The Constitution of India, 1950; Kothari Commission, 1964). Understanding, imbibing and showing responsibility is integral to peace.

Equality: It finds expression in ensuring individuals or groups are not treated differently or less favourably on the basis of appearance or beliefs or heritage. It is also related with uniformity in treatment or status. It would mean equal access to goods and services like education, health (The Constitution of India, 1950; University Education Commission, 1948; Kothari Commission, 1964; National Policy of Education, 1986; National Curriculum Framework, 2005; UNICEF, 2000; Reardon, 2001). Clashes happen between people when there is threat to one's claim to equality. The differences in individuals create a perception of superiority and inferiority, greater and lesser status. These clashes among them can be reduced if we start treating everyone the same. Understanding, imbibing and showing equality is integral to peace.

Freedom: It is having the ability to act or change without constraint. The right of being able to do, or say what you want to. Fights and struggles happen when one's freedom is repressed. Even birds and animals struggle for freedom from bondage. Human beings not only want physical freedom but also freedom to create and express ideas. Facilitating freedom that does not violate others' freedom will decrease the conflicts between individuals or groups and build cohesion (The Constitution of India, 1950; University Education Commission, 1948). Understanding, imbibing and following freedom is integral to peace.

Critical thinking: It conveys the idea of objective analysis and evaluation of an issue in order to form a judgement. It is the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking (Delors,1996; National Knowledge Commission,2005). Conflicts surface when improper decisions are made without proper thinking. Whether in arranging an event or even in evaluating an exam paper, conflicts may arise. If we act after thinking about consequences and reactions, we can minimize such conflicts. That's why critical thinking is integral to peace.

Human initiatives: It means taking the significant first steps or actions to the find solutions of a problem. Disputes occur when thoughtless actions are made. Humans should strive for development and improvement (University Education Commission, 1948; Kothari Commission, 1964; Delors, 1996). They should take initiatives and steps to strengthen themselves. One should enhance ones' core ability. That's why human initiatives are integral to peace.

Tolerance: It is the ability of patience and forbearance in the face of difficulties. Violence against others increases because one is not being tolerant of differences. Showing fortitude and patience in dealing with people and situations is essential. Learning to adapt and adjust with differences is tolerance (University Education Commission, 1948; Secondary Education Commission, 1952; Kothari Commission, 1964; National Curriculum Framework, 2005; Reardon, 1997). Understanding, imbibing and following tolerance is integral to peace.

Justice: It demands fairness in the way people are dealt with. The quality of being just, righteousness, equitableness; to uphold the justice of a cause. Conflicts arise when justice for a victim is denied. Absolving the innocent victim and punishing the perpetrators behind a crime are not just legal activities. Justice calls for knowing the truth and following the path of integrity (The Constitution of India, 1950; University Education Commission, 1948; Kothari Commission,

1964; National Curriculum Framework, 2005). Understanding, imbibing and supporting justice is integral to peace.

Non -violence: It means use of un-harmful means to resolve conflicts and arriving at agreement. Non use of coercion or violence to bring change is the way of dealing with situations in different life situations. Conflicts escalate when sense of revenge fills the mind and it escalates to violence. Showing disrespect in words and actions are mild form of violence. They can be observed even in educational institutions. One can pacify using non violent methods and right kind of communication. (Kothari Commission, 1964; UNICEF, 2000). Understanding and practicing non violence is integral to peace.

Unity: It suggests the ability to cooperate and work as a whole without conflicts. Fights and quarrels erupt when there is fragile sense of unity. Unity if weak can easily be broken as there is lack of understanding among members of a group. Understanding and practicing unity is integral to peace (The Constitution of India, 1950; University Education Commission, 1948; Secondary Education Commission, 1952; Kothari Commission 1964; National Curriculum Framework, 2005; Delors, 1996). Cohesiveness can be built by joint activities and sharing and helping in times of need.

Safeguard nature: It is a value to be developed so as to avoid the misuse and wastage of natural resources. It needs us to work against things that would harm the environment. Conflicts occur when there is scarcity of resources and the needy are deprived of their basic right to use the resources. For example, a water source like well is considered exclusive to certain strata of people and its use is denied to others. It creates tension and dissatisfaction. One should make proactive steps to increase resources and share equally the available resources. That is why safe guarding nature is integral to education for peace (National Policy of Education, 1986).

In the following table, a consolidated presentation has been added to show as to why these ten values form the crux of peace perspective in the curriculum. The justification for selecting them as crucial to peace education is attempted.

Table 4.3. Conflicts and Their Resolution

	CONFLICTS RISE Conflicts among men rise because of issues related to: -		CONFLICTS GET RESOLVED Conflicts among men can be minimized by: -
1.	Ignoring responsibility	1.	Remind about one's roles and duties
2.	Threat to equality	2.	Treating everyone the same
3.	Repressed freedom	3.	Granting freedom that does not violate others' freedom
4.	Improper decisions	4.	Act after thinking about consequences
5.	Thoughtless actions	5.	Enhance ones' core ability
6.	Not being tolerant of differences	6.	Learn to adapt and adjust with differences
7.	Showing partiality or unfairness	7.	Following the path of justice
8.	Showing Disrespect	8.	Having empathy with others
9.	Exhibiting violence	9.	Pacify using non-violent methods
10.	Fragile unity	10.	Strengthen cohesiveness
11.	Scarcity of resources	11.	Make proactive steps to increase resources
12.	Depriving of resources	12.	Sharing equally the available resources

4.2.17. Views of experts on the perspective of peace education

The researcher presented the ideas on the perspective of peace education to a group of educationists. They were in agreement with the constructs that were finalised. They opined that schools bring together children from different backgrounds and so can work towards minimizing conflicts by developing sufficient resilience and responsiveness among its students. The themes developed by the researcher reflected the ccompetencies at personal, interpersonal level to overcome conflicts and bring in peace. They suggested that each of these values are interlinked with each other and one cannot isolate them or promote them at the cost of others.

4.2.18. Indicators for Identifying Peace Perspective in Textbooks, Pedagogic Processes and Co-Curricular Activities

In line with these ideas the indicators of peace education perspective were identified for the three main components of curriculum namely, the textbooks, the pedagogic process and the co-curricular and extra-curricular activities designed for students of upper primary level. They have been stated in brief below.

1. **RESPONSIBILITY:** It means a duty or obligation to satisfactorily perform or complete a task. It is also associated with reliability and trustworthiness. Conflicts among men mostly arise as a result of ignoring one's responsibility.

The defined indicator in textbook was ascertained,

- When the texts or narratives explain/express the idea of responsibility or what an individual's role in society is and what that obligation demands/expects and the students realize that responsibility as forerunner to peace

The defined indicator in pedagogic process was ascertained when in the classroom,

- Teacher fulfils her obligation as a leader/ mentor/ caretaker/well-wisher of her students
- Students fulfil their obligation towards study by making sustained efforts/ contribute ideas/ engage themselves in learning
- Students fulfil their obligation of being helpful and respectful to each other

The defined indicator in co-curricular and extra-curricular activities was ascertained when

- Students contribute /sustain efforts in participation in outside classroom co-curricular activities

2. **EQUALITY:** When individual show respect / treat others in his surrounding as equal, it would contribute towards an egalitarian, democratic and peaceful society (Indian Constitution,1950)

The defined indicator in textbook was ascertained,

- When texts or narratives in chapters of textbooks shed light on the concept of equality/project or support the idea of equality and students understand its relation to peace.

The defined indicator in pedagogic process was ascertained when in the classroom,

- Teacher respects the uniqueness of each individual student

- Teacher expects all students to follow certain common rules of classroom behaviour like raising one's hand before answering and so on
- Teacher ensures all to be productively engaged in learning
- No student is marginalised in the classroom community
- All students have chance to engage and participate in the learning activity

The defined indicator in co-curricular and extra-curricular activities was ascertained when

- Students have equal chance to participate in outside classroom co-curricular activities

3. **FREEDOM:** When individuals are free to act/choose a choice/to move. Does not have restrictions. It is the fundamental right of a human being. Initiatives towards betterment of oneself can occur only if people enjoy freedom.

The defined indicator in textbook was ascertained,

- When texts or narratives in chapters provide the understanding about freedom, the instances that celebrate independence and self-effort and students understand its relation to peace

The defined indicator in pedagogic process was ascertained when in the classroom,

- Teacher allows the student to work independently / groups of their choice
- Teacher permits the use of mother tongue if it brings in clarity in understanding
- Teacher provides time to work at one's pace
- Students are given choice in choosing learning activities
- Students have freedom to respond /to ask doubts /to get sufficient time to do tasks

The defined indicator in co-curricular and extra-curricular activities was ascertained when

- Students have choice in the kind of co-curricular activities in which they wish to participate

4. **CRITICAL THINKING:** When reasoning plays a dominant role there is less chance of being biased or be carried away by emotions. When integrity leads one's thoughts, human beings can take right actions to create or sustain peace in society.

The defined indicator in textbook was ascertained,

- When the texts or narrative in the textbooks presents situations where critical thinking was put into play to find solutions to problems and students understand this trait is important in understanding about peace and ways of peace.

The defined indicator in pedagogic process was ascertained when in the classroom,

- Teacher sets higher order thinking tasks, problem solving tasks that builds confidence in children to face many other difficult situations
- Teacher presents open ended questions / to imagine what could have happened beyond what was given in the textbook
- Teacher gives importance to the process of learning as much as the correct answers
- Students get scaffold from peers and teachers in their cognitive development (Vygotsky, 1978)

The defined indicator in co-curricular and extra-curricular activities was ascertained when

- Students use their thinking to make projects/ speeches/ poems /debates etc. when there are co-curricular activities

5. HUMAN INITIATIVES: Not all thoughts result in actions or desirable behaviour. The will to act must be taken by the concerned individual. How so ever others may support or encourage, taking up an action depends on the self- efficacy and self-confidence of the individual. It is right actions that will bring in fruits of prosperity and self-actualization.

The defined indicator in textbook was ascertained,

- When text or narratives in the chapter extol human achievements or prominence in a field of work and inspire children to achieve their full potential and be productive members of the society

The defined indicator in pedagogic process was ascertained when in the classroom,

- Teachers encourages / praises/ rewards a particularly difficult task
- Teachers breaks down the tasks into manageable chunks and appreciates its completion
- Students sustain their efforts to find solutions / to learn difficult tasks

The defined indicator in co-curricular and extra-curricular activities was ascertained when;

- Students volunteer to participate and engage in co-curricular activities

6. TOLERANCE: To be tolerant of differences and accepting and acknowledging diversity is the need of the hour. The world is becoming a global village and mobility of people between nations or states is common. Heterogeneity in the population of a country brings forth its own merits and demerits. Tolerance is a virtue that shall minimise conflicts and clashes among groups and lay the path for peace.

The defined indicator in textbook was ascertained,

- When texts or narratives in the textbook describe instances of tolerance and inspire students to imbibe it as a value as it is needed for peace

The defined indicator in pedagogic process was ascertained when in the classroom,

- Teachers treat students with patience when they make mistakes
- Students show tolerance towards criticisms

The defined indicator in co-curricular and extra-curricular activities was ascertained when

- Students show tolerance and patience while participating in co-curricular activities

7. JUSTICE: Justice is central to democratic set-up. Without meting out justice to unfair and wrong activities, we can't ensure the faith of the people in good governance (Indian constitution, 1950). Justice is the backbone of a peaceful society.

The defined indicator in textbook was ascertained,

- When texts or narratives in the textbook point out to the various situations where justice is carried out and the students will have the idea of how to uphold truth, impartiality, objectivity through just actions.

The defined indicator in pedagogic process was ascertained when in the classroom,

- Teachers follow fair practices in their everyday activities
- Teachers addresses genuine grievances of students fairly
- Students are truthful in their dealings

The defined indicator in co-curricular and extra-curricular activities was ascertained when

- Students accept success or failure in co- curricular activities with equanimity

8. NON-VIOLENCE: Non-violence itself is a concept closely related to peace. Practice of non-violence against weaker creatures is extolled as humane side of individuals. Showing compassion in the face of violence is not an easy option, it requires courage to show fortitude.

The defined indicator in textbook was ascertained,

- When texts or narratives in the textbooks present ideas of non-violence and kindness to ones weaker than oneself that can bring out the humane side of the students' personality.

The defined indicator in pedagogic process was ascertained when in the classroom,

- Teachers do not show violence in actions or words towards the children
- Teacher accepts /empathises with / does not hurt the feeling of students

- Students give and receive feedback respectfully
- Students are not violent in actions or words towards others
- Students are not aggressive towards fellow students

The defined indicator in co-curricular and extra-curricular activities was ascertained when

- Students practice non aggressiveness in co-curricular activities like games/sports/competitions

9. UNITY: The strength of a group depends on the cohesiveness that exist between its members. It could be at the national level, state level, a community level or even at a classroom level. Working as team to achieve a common goal is the sign of unity.

The defined indicator in textbook was ascertained,

- When the texts and narratives in the textbook discuss the concept of unity and present the pleasant outcomes of unity in such a way that the value of unity can be understood by students.

The defined indicator in pedagogic process was ascertained when in the classroom,

- Teacher promotes team work / assigns team work / supports team work
- Students support each other / help each other in class and outside the class
- Students contribute and participate in group tasks willingly

The defined indicator in co-curricular and extracurricular activities was ascertained when

- Students take part cooperatively in co-curricular activities that demand group work

10. SAFEGAURD NATURE: One needs to live in harmony with nature. It provides us with all necessary resources to sustain our life. The environment has to be protected against harmful agents that endangers life at large, thus be detrimental to peace.

The defined indicator in textbook was ascertained,

- When texts and narratives in the textbook offer knowledge about the environment and the ways to safeguard it and the awareness to protect it becomes enhanced

The defined indicator in pedagogic process was ascertained when in the classroom,

- Teachers provide opportunity to understand the gifts we receive from nature
- Students pledge to protect the environment within his / her capacity
- Students participate in activities that are environment friendly

The defined indicator in co-curricular and extra-curricular activities was ascertained when

- Students participate in co-curricular activities like field trips or gardening

In carrying out this analytical study, which was in a qualitative paradigm, reading texts of the textbooks and interpreting its intended meaning was essential. In section B, the analysis of textbook has been presented. In the first part English textbook is taken into consideration and in the next part analysis of Social Science textbooks is presented. A link for accessing the online textbook materials of standard VI, VII and VIII of Gujarat State Board is provided in Appendix A. In the following sections - Section C and Section D, the analysis of pedagogic processes, co-curricular and extra-curricular activities have been presented.

4.3. Section – B: Analysis of Textbook Contents

Analysing the curriculum of upper primary level from peace education perspective was one of the goals of this study. It is said that ‘the structure of textbook is a physical manifestation of the education system and the structure of knowledge itself. Textbooks help pupils understand the totality of and progression in each area of their education’ (Oates, 2011). In the sense they are essential part of curriculum and they guide the teachers and students in each area of their education. ‘The use of textbook in schools cannot be undermined. They are the fulcrum of any system which seeks to provide quality education’ (CABE, 2005). There are aspects of textbook that enhance the impact of peace building through education and there are aspects that have negative consequences for building culture of peace. If the textbooks project the concept of humanity, they will have positive potential in developing peace-oriented individuals. If there are misconceptions, language usage, judgemental attitudes they can have negative consequence on peace building.

In this section the investigator has analyzed the textbooks prescribed for upper primary level. As explained earlier in the Chapter-III, textbooks of the English and Social Science subjects taught in Standard-VI, VII and VIII were critically analyzed by the investigator from peace education perspective as deduced in the earlier section (Section- A).

1. To begin with, chapter wise analysis of Standard-VI English textbook was done. There were two textbooks for this Standard. One for Semester-I, that is followed in first half of the academic year and the second one is for Semester-II which is followed in the second half of the academic year.
2. On reading the chapters in both the prescribed books, key pointers in each chapter was identified and mentioned at the end of the abridged account of the chapter. The chapters had

sections titled Activity-1 to Activity-10. Each chapter had a combination of story, grammar items, articles, poems or language exercises under this title of Activity.

3. After looking through both textbooks, the idea of what the Standard-VI English subject contents convey with regard to peace education was noted down.
4. In the similar manner chapter-wise analysis of Standard-VI Social Science subject was done. The chapters in Social Science focused on History, Geography and Civics topics. Some chapters of History in Standard-VI were dovetailed with chapters of History in Standard-VII and Standard-VIII. There was chronological continuity in the events described in History chapters. Here too there were Semester-I and Semester-II Social Science textbooks and both the textbooks were analyzed and idea of what Standard-VII Social Science subject contents convey with regard to peace education was noted down.
5. Then, chapter wise analysis of Standard-VII English subject and Standard-VII Social Science subject was taken up.
6. The next sets of textbooks were of Standard-VIII. The chapters of English subject were considered first and then Social Science subject textbook was taken up. Key pointers were mentioned at the end of each chapter.
7. And then, peace education aspects were discussed in terms of each of the subject – English and Social Science.

At upper primary level students are given to study the subject areas of Languages, Science, Mathematics, Social Studies, Art Education, Work Experience, Physical Education and Education in Moral and Spiritual values (Yadav, 2011). The subject of Social Science and English were taken for this study and therefore the textbooks of these subjects were taken for analysis. Social Science is a subject that focuses on political and social issues, and therefore plays a specific role in conveying ‘ideas of inclusion, equality, secularism and dignity for all’ (Kunzru, 2018). English subject provides subjective narratives which deal with interaction among people and the values underlying these interactions can be better grasped. The literature content acts like a mirror of life and so emotions and values that guide human actions can be drawn from them. Peace education concept can be better promoted through content areas of these two subjects. Themes identified and related to peace education in the texts of the book namely, fulfilling of one’s responsibility, treating others equally, experience freedom, think critically, take proactive initiatives, showing tolerance, displaying non-violence, following the principles of

justice, working towards unity and safeguarding nature was presented in *italics*. They were further clarified and explained. The focal points were enlisted at the end of each abridged version of the chapter.

4.3.1. English Textbook of Standard – VI, Semester 1

Unit – 1: The World of Colours

This chapter is about the world of colours. In the first section there is a story in which colours are given human characteristics. *‘Long, long ago, the colours in the rainbow started to quarrel’* (Page-2). Some spoke softly some spoke angrily but they wanted to show their importance. *‘Indigo spoke softly, “I am the colour of silence. You need me for peace and prayer. I am the most important one.”* (Page-2). *‘Blue interrupted, “I am the colour of water. Water makes up life. Without me you would be nothing.”* (Page-2). They get reconciled because of rain and it teaches them to work and stay united. The rain says, *“You stupid, foolish colours, why are you fighting among yourselves? Don’t you know each of you is important?”* (Page-4).

There are tasks given to student to do jointly. *‘Think together about some ways the students in this school could help in the classroom’* (Page-5). *‘Work with your group to rank the five most interesting ideas’* (Page-6). The children have to discuss with each other and in the process, they can develop cohesiveness amongst themselves. *‘Which colour did the most people like and how many people liked that colour?’* (Page-4). *‘Listen to the ideas of other classmates.’* (Page-5). The advice to work hard is given through a proverb. *‘Once in a blue moon, you might get lucky, but the best way to get what you want is to work hard’* (Page-9). The students are advised to work together. And each has their freedom to think and act in their own way. *‘Just as all the colours helped to make a rainbow, everyone can help to make school a better place to learn’* (Page-5). *‘Some students may name their colour with a thing and some students may name it some other way’* (Page-8).

Analysis of the chapter from peace perspective reveals the following points.

1. Conflicts and egocentric talks
2. Each one is important for existence
3. Messenger of peace
4. Context for cooperation and team work
5. Listening to others

6. Asserting hard work
7. Freedom to act

Unit – 2: Amazing Animals

There can be threats to unity when one thinks he or she is superior to another or stronger or wiser than another. The animals of the forest too with this idea fought with one another. *‘Once upon a time, all the animals that walked on land and all the birdsbegan to quarrel about who was the smartest and strongest’ (Page-11). ‘At first, they spoke softly. Then, slowly, they became angrier and louder’ (Page-11).* The quarrels grew into open fights. It can give understanding about escalation of verbal arguments. The animals too spoke softly first. *‘Then, slowly, they became angrier and louder. The tigers growled and the wolves howled. The birds gave loud cries and cackles. The insects buzzed as loudly as they could’ (Page-11).* As two opposing groups were formed, each tried to do their best for their group. The birds had the fly on their side. He helped them. *“Yes,” said the fly, “I’ll become the spy for our army” (Page-14).* The lion helped the animals. *‘The lion called all the animals together and gave them a drill for practice. They marched for long hours. He gave them a lot of good food, too’ (Page-12).* In the end the smart birds took the help of bee to sting the fox who was given the duty of raising his tail to attack the birds. When the bee stung him, *‘The fox forgot all about the signal. He jumped. He shouted. He ran in circles after his injured tail and, finally, tucked his tail between his legs and ran away. The other animals were confused and ran after him’ (Page-15).* The students are given the idea that it is difficult to predict the end of conflicts.

The students are given opportunity to know how everyone has the right to have opinions of their own. *‘They (the animals) had different opinions and your classmates will, too’ (Page-15).* There is reference to environmental protection and about animals that get extinct because of human activities. *‘Animals that are in danger of becoming extinct are called “endangered” animals. Some of these endangered animals live in India’ (Page-16).* It shows nature has to be protected.

Analysis of the chapter from peace perspective reveals the following points.

1. Threats to unity
2. Escalation of conflicts
3. Unpredicted outcomes of conflicts

4. Free to have different opinions
5. Animals on the verge of extinction

Unit – 3: Water, water, everywhere

The chapter is about water resources and its proper usage. One section has a story of a small boy called Vijay and his family. It is the responsibility of family members to advise the youngsters on good habits. *‘His mother told him many times not to waste water, but he did not listen’ (Page-21)*. *‘Rajesh told Vijay to be careful and not to waste water (Page 22)..... ‘You (Vijay) should learn to save water’ (Page-23)*. He is advised about the kind of hardships one has to face when there is no water. *‘Soon there will be less rain, and you may have the same problem that we are facing now’ (Page-23)*. The ability to think and guess the reason for lot of activity in the house is asked of the students. *‘Ask your classmates what they think might have happened in the house’ (Page-22)*.

There is a section which has a poem about a pond filled with life nourishing water. It makes us reflect on the importance of accessing fresh drinkable water. *‘Like stone, leaves, fire. It (water) falls cold /Into my body, waking the bones. I hear them /Deep inside me, whispering /Oh what is that beautiful thing / That just happened?’ (Page-25)*. Activities that would encourage group work is presented here. *‘Work with your group to write a poem about a place that uses sentences like Oliver’s’ (Page-26)*. There are tasks which would require them to use their thinking skills and the ability to infer from figures and charts. *‘...numbers are easier to understand in graphs or charts. A pie chart is a circle divided into parts, like a pizza pie’ (Page-27)*.

Analysis of the chapter from peace perspective reveals the following points.

1. Guidance of family members
2. Provide situation for critical thinking
3. Resources and need satisfaction
4. Tasks for team work

Unit – 4: Trash to treasure

This chapter begins with an activity that checks the students’ ability to identify objects in a sculpture. The sculpture is made up of nuts, bolts, pieces of machines in the shape of a man playing violin. There is a likelihood of sharing ideas. The next section has a story from south

India, from the state of Kerala. It mentions about the discovery of one of the famous food dishes called *Avial* and how it was invented by a king's cook. The king was the host who invited a number of people to a huge dinner and he wanted preparations to be proper. '*The maharaja entered the kitchen to see what dishes were being prepared for his guests*' (Page-30). This offers an understanding about responsibility of a host. Not only that, he insisted that vegetables that were left out should be used. This instance shows how we need to use food items carefully. '*We should not waste all these vegetables*' (Page-30). The cook invented a new dish. '*...the new dish (avail) was ready....*' '*the cook served his invention to the guests that evening*' (Page-33). This projects the ability for creative thinking in producing a new product. The children are given task to think about creative use of things left over after a birthday party. Another activity is about reusing a blanket. '*Work with a group or partner to think of something new you could make with all the things left over after a party*' (Page-36). '*Imagine all the ways that a person might use your old blankets. Try to think of the most unusual ways to use blankets that you can. Write at least three ideas*' (Page-36).

Analysis of the chapter from peace perspective reveals the following points.

1. Responsibility of king/leader
2. Activity to hone thinking ability
3. Responsibility of host
4. Avoiding wastage
5. Work collectively and creatively

Unit – 5: Invention

The chapter is about creativity and utility. It contains a passage on Thomas Edison, the scientist who made the electric bulb. There were a number of people with him to create and remodel the products made but the credit goes to only one person.

Everyone knows '*...Thomas Edison as its inventor, but often, one person is remembered for inventing something that many people helped with*' (Page-38). '*Edison worked with a team to solve the problem*' (Page-39). Scientific inventions are for benefiting people. '*Edison saw that people needed light after dark...*' (Page-39). The students are asked to pool their thoughts and find the answers through group work. '*What are some problems that each of these inventions solved? Sewing Machine/ Oven /Antibiotics*' (Page-39). The students are instructed to look out for more inventors. '*Do you know any other famous inventors? Perhaps you know who invented*

the printing press or the telephone (Page-39). In another section of the chapter there is a story of a school boy called Lawrence who made a new doorbell and how his family friend helped him popularize it. *'A family friend helped him to send his design to China, to a company that makes working models from designs. They showed the model of his idea to companies'* (Page-43). This instance offers the notion that young children too can be inventors. And that family member should show responsibility towards each other and help each other. In another section there is discussion on creativity of Shakespeare in coining new words. *'Shakespeare invented many words that we still use today'* (Page-45).

Analysis of the chapter from peace perspective reveals the following points.

1. Credit of invention given to leader
2. Scientific invention to help people
3. Tasks for group work
4. Family members and their help
5. Creativity and invention

Unit – 6: Shadow and light

This chapter begins with a poem on a young playful boy who plays with his shadow and wonders about it. Next section has passage on the time taken for light to reach the earth. The next section is on the art of shadowgraphy. *'Have you heard of shadowgraphy? It's the art of using the hands to make interesting shadow shapes on a screen'* (Page-50). There is a story of a moth and his desire to reach the moon. *'Once upon a time, a young moth fell in love with a beautiful star. He told his mother one day, he would reach the star, but she told him he should dream of something closer, something easier, like a nice lamp'* (Page-52). It offers a view on aspirations that everyone can have and the effort they need to make efforts to reach the goals. It gives inspiration for dreaming big dreams.

Analysis of the chapter from peace perspective reveals the following points.

1. Introduction to new art forms
2. Love with something
3. Role of mother in reaching destination/realizing objectives
4. Aspiration to reach goals

4.3.2. English Textbook of Standard-VI, Semester 2

Unit – 1: Many kinds of art

This chapter starts with a description of art work of Van Gogh, a famous painter. ‘*Van Gogh liked to use very thick paint and loved colour*’ ...*He painted more than 900 paintings*’ (Page-1). Each artist paints in his own style. ‘*The way an artist paints, the colour he chooses, and the shapes he likes are all part of his “style”*’. (Page-2). An artist enjoys his freedom of choice and it is needed for creativity. Mankind needs not only food and shelter but also things of beauty like paintings to make life pleasant. Children get to know that art and colours are part of our life. ‘*On festivals, we prepare Rangoli to welcome Gods and Guests*’ (Page-3). The art forms go beyond regions and languages; they have universal appeal. The students get exposed to happenings in other countries and shall get a better world view. ‘*Colors speak all languages*’ (Page-5). The next section deals with a poem about a set of crayons in a box that don’t get along with each other. The colours are given human behaviours of liking and disliking. “*We are a box of crayons that really doesn’t get along*”, said Blue to all the others “*something here is wrong!*” (Page-7). There is threat to unity when one colour dislikes another. ‘*I don’t like red! Said yellow. And green said “nor do I”*’ (Page-7). When the colours realize their mistake, they provide an indirect lesson on unity. ‘*We are a box of crayons / Each one of us unique / But when we get together the picture is complete*’ (Page-7). The human activities have brought about undesirable changes in environment. ‘*Take a look at the effects of man on the landscape near your home*’ (Page10). Cooperative actions are suggested so that all students can help each other. ‘*Talk to them about which thing, colour, shape you liked most*’ (Page-3).

Analysis of the chapter from peace perspective reveals the following points.

1. Welcome guest on festival
2. Freedom in creativity
3. Universal appeal of art
4. Global awareness
5. Threat to unity
6. Path to unity
7. Each one is unique
8. Love and hatred are natural to all of us

9. Ill effects of human activities
10. Work collectively and cooperatively

Unit - 2: Bird's eye view: looking more closely at animals

The chapter is on knowing more about animals. It is about safeguarding the animal life on the planet. Some animals become extinct because of unsuitable human activities. *'Passenger pigeons were once the most common bird on the planet! These birds, sadly, can no longer be found in the real world. They are extinct. Loss of forests and too much hunting caused them to die out'* (Page-12). The students are introduced to multiple varieties in the same species of animals. This shows nature has variety of life forms and the beauty of which is fascinating. *'Sometimes people kill the helpful snakes because they cannot see the difference between them!'One of the snakes is very dangerous. The other three are harmless and can be helpful to humans'* (Page-13). Look at the drawings of endangered sea turtles -Loggerhead sea turtle and green sea turtle... *The loggerhead sea turtle is different from the green sea turtle in several ways.* (Page-16). The children are asked to join together and play games using animal names. *'Play a game with your class naming as many animals as you can'* (Page-17). There is a section which contains the story of mouse and the lion. The act of kindness shown gets reciprocated can be learnt from this story. *'He (the lion) was so angry that he was ready to bite the mouse in half... He (the mouse) jumped up on the lion's back and began to bite the ropes. suddenly the lion was free'* (Page-18).

Analysis of the chapter from peace perspective reveals the following points.

1. Extinction of animals
2. Variety of species
3. Usefulness of animals to human
4. Fascinating nature
5. Play way learning
6. Kindness and its reciprocation

Unit – 3: Water for all

The unit has a story of a young couple and their son. It is about developing family values and make efforts to make a house where all can be safe and secure. *'They were proud of this house- David and his father and mother and Pete had just built this house'* (Page-22). But it was under construction still and there were difficulties in accessing basic necessity. *'Right now, all*

the water has to be carried from the river and it was David's job to fill the large water barrel' (Page-22). There is shared responsibility and each is supposed to do the job assigned to them. "Boy, you'll be in hot water if you don't get your work done." (Page-22). Water resources are precious and the children are told that it has to be used carefully. 'Because less than 1% of earth's water is drinkable, so you can see why we need to take care of our water (Page-19). There is much water in the ocean but it is very long and expensive process to get drinkable water from it. '.....desalinating enough water for cities, states and nations is usually too costly' (Page-19). 'Water water everywhere, nor any drop to drink' (Page-20). The rivers and lakes are managed through dams or pumps in such way that the water from them can be used by common people. Not only human beings but animals and trees in the forest too require clean water. The poem is expressing the same idea. 'Oliver (poet) knows that many people do not have clean drinking water and that clean drinking water is very important to good health' (Page-21). 'What is the vitality and necessity of clean water..... Ask the forest' (page-21).

Analysis of the chapter from peace perspective reveals the following points.

1. Family values of assisting each other
2. Shared responsibility
3. Preciousness of water resources
4. Facilitating access to water resource
5. Universal need for water

Unit – 4: Reuse, Reduce, Recycle

This chapter begins with a poem on how a monk saves his robes for other uses. 'After Buddha made sure that the old robe could not be used any longer, he allowed the disciple to get a new one' (Page-28). People have the ability to think about new uses or modified use of common things. The students are also encouraged to use their creative powers. 'Think of one more use for a paper clip' (Page-30). The children are advised about not wasting things. 'Don't go wasting any products, use exactly what you need. Don't use it once, but twice. (Page-32). In the next section there is a description of a how even big buildings can be built with recycled products. There is a school which is different as it is built by using recycled things. 'A school in Pune, Maharashtra, India is built almost entirely from recycled materials' (Page-34). Another school called Aman Setu Primary school was created in the same way. 'The children at Aman setu (a primary school in Maharashtra) play in open spaces and learn about nature' (Page-35).

'Using recycled materials in building is becoming popular in many places' (Page-34). The children are advised to persevere and make efforts to achieve their goals.

Analysis of the chapter from peace perspective reveals the following points.

1. Optimum use of available resources
2. Creativity in reusing or recycling products
3. Advice for not wasting resources
4. Example of a recycled buildings
5. Perseverance in achieving goals
6. The citation of Buddha who is a symbol of peace

Unit – 5: We can invent

The chapter begins with a funny poem on Invention. It talks about a scientist who plans to invent things that have been already invented. This poem jovially says one should not try to invent things which have been already invented. *'... I have to warn him, these things were already invented' (Page-36).* There is instruction on how inventors are always ready to improve their inventions. *'Inventors are always ready to improve their inventions' (Page-38).* It shows there is always scope for improvement in the things created. This chapter has the story of the thirsty crow. It is lesson on trying to solve one's problem even when there is lot of failures. And the moral of the story is *"No problem is too big if you take time to think of a solution"* (Page-40). *'Anybody can patent almost anything as long as the idea is their original idea that on one has already registered (Page-42).*

Analysis of the chapter from peace perspective reveals the following points.

1. Scope of improvement of inventions
2. Overcoming failures in finding solutions
3. Importance of original ideas
4. Perseverance pays in the end

Unit – 6: What a wonderful world!

The chapter begins with excerpts from the famous book 'Alice in wonderland'. The students are conveyed the message that *'wonderland is not real but there are things in our real world that are full of wonder' (Page-46).* In the activities that are suggested in the textbook the students are asked to work collaboratively by sharing their ideas. *'Talk to your classmates' (Page-46).* *'Share your experience with a classmate' (Page-47).* There is a description of a

unique temple in India. The students can get to know about places on India and the diversity that exist here. There is description of a temple (of Karni Mata) which reverences rats. *‘Karni Mata, an incarnation of the god Durga, asked the death-god Yama to reincarnate the son of a grieving storyteller. Yama refused to help’ (Page-49)*. Many amazing and wonderful things are found in the world. The students get to know the local as well as distant places. *‘According to the temple laws, if one of the rats is accidentally killed, it must be replaced with a rat made of silver or gold (Page-50)*. In another section we find description of the process involved in creation of new and innovative musical instruments. *‘When humans began to use objects to create music from sounds, musical instruments were born’ (Page-53)*. A professor has created a ‘hydraulophone’ a new instrument which works on water in pipes.

Analysis of the chapter from peace perspective reveals the following points.

1. Work collectively
2. Awareness about unique places in India
3. Innovation in musical instruments
4. Faith of people

4.3.3. Overview of Standard-VI English Textbook

The textbook of Standard-VI covers many issues that students of this age group are expected to have. The existing social reality around a child – in terms of family, neighborhood – is found in the contents of the chapters. There are chapters that introduce the child to other countries around the world. Although the aim of language learning is the primary purpose of the textbook, there are instances and stories which convey peace messages to students. There are sections that are designed to stimulate the students’ thinking.

Many activities suggested in the chapters that provide evidence about inclusion of peace values. Peace education becomes a reality when teacher supports **collaboration** and **cooperation** among her students. Ability to work with others and help others can be done through participation of joint activities. Activities encourage team work. For example, *‘Work together to make sure each sentence is correct’ (Trash to treasure -page-31)*, *‘Find out what your other classmates said. Are there different opinions about what it means to be strong or smart? (Amazing animals -page-16)*. *‘Work with your group to write a poem about a place that uses sentences like Oliver’s’ (Water water everywhere – page26]*. Not only that, **acceptance** of

different opinion and ideas of others is encouraged. ‘Some students may name their colour with a thing and some students may name it some other way’ (*Amazing animals – page8*).

Stories in the textbook have animal characters, things in nature, folklore, boys of rural and urban areas and royal kings and ministers. The message of **responsibility, equality, unity, justice and freedom** is conveyed through the stories - of how colours of rainbow fight and then makeup (*The world of colors -page-2*) or how bird and animals of the world fought on the idea of who was stronger and smarter (*Amazing animals -page-11*) or how a mouse helped the lion caught in a net (*Bird’s eye view: Looking more closely at animals -page-17*) etc... The students of this Standard would enjoy such topics and imbibe qualities relevant to peace. A lacuna in this aspect is that animal stories are not a substitute for exploring issues of fairness or anti-bias with people in real life situations.

Safe guarding nature is possible through **sustainable** human activities. Conflicts based on sharing and using of natural resources is a **challenge to peace**. There is coverage to sustainability in chapters in terms of creative use of wastes like the left-over vegetables (*Trash to treasure - page-30*), metal pieces (*Trash to treasure - page-29*), old, warm blankets (*Trash to treasure -page-36*), tyres and bottles (*Reuse, reduce, recycle - page-34*) etc... This shall nurture the idea of using resources properly. **Sustainability** in terms of shortage of drinking water (*Water water everywhere -page-22*), of animals on the verge of extinction, (*Amazing animals -page-16*), of birds on the verge of extinction (*Bird’s eye view: looking more closely at animals -page-12*) could be found in the textbook.

4.3.4. Social Science Textbook of Standard-VI - Semester 1

Chapter – 1: Sources of History

This chapter deals with sources from which we gather information about the way of life lived in the earlier times. It provides factual knowledge about people, rulers, administration of their kingdom. Such information is inscribed or written on different rocks, pillars, written in palm leaf and paper. It is helpful in not only knowing the history but also developing analytical skills of students.

The knowledge of past is relevant for the present times. Day by day human society became more complex and the sources of history help us understand the gradual improvements in life of men. There is description of documents, paintings, ornaments, toys, coins, inscriptions,

Bhojapatras, metal plates, old buildings, temples, travelogues, etc. in the chapter. The students are told about the importance of learning about the past. '*It is necessary to have knowledge of the past and to know and understand the present situation*' (Page-1). In order to access the knowledge of the past the source has to be preserved properly and passed on to the next generation. They have to be reliable also. '*Although most of the Pandu manuscripts have been destroyed by insects, some are still preserved in temples, viharas, libraries and government museums*' (Page-2). '*Let us gather correct information from reliable sources*' (Page-2). The chapter has scope for acquainting the young children with their geographical, social and cultural environment. The construction of history depends a lot on the excavated objects of historical importance from different sites. It needs critical and analytical skills to reconstruct the events and activities of those times using the tools or manuscripts. There are other peace themes like responsibility of mass media, wisdom of the past, uses of nature, expanding human knowledge in this chapter. Student centric activities are given in the chapter that can be utilized by the teacher to enhance their awareness about the sources of history. They are asked to share their knowledge of the local context to which they belong.

Analysis of the chapter from peace perspective reveals the following points.

1. Importance of past knowledge
2. Reliable and true knowledge
3. Analytical skill in deciphering historical sources
4. Student centric activities

Chapter – 2: Maps

This is a chapter on Geography that deals with the basics of Maps. It gives initial understanding about how to read maps by understanding the Standard legends used in maps. It has generic use as it gives students a tool to understand many other types of maps. Most of the symbols in maps are same all over the world. It is helpful in travelling all across the world even though one may not know a particular language or local directions.

This chapter does not contain explicit themes of peace but as a skill content and is essential for future use. The variations in the physical features in different regions affect the inhabitants' lifestyle. The food they eat, the clothes they wear, and occupation they do differ based on the altitude and climate of that region. A preliminary understanding of diversity is understood by students. The knowledge of maps and skills of drawing and identifying the

various maps is basic to future requirements in a student's life. In terms of student centric approach there is scope of practical experience and actual planning and sketching out of a place. *'Find out the directions of the school gate, post-office, dispensary, library, river, pond, bridge, etc....'* (Page- 8). *'Children! First of all, measure the length and width of your class-room using a scale. Now make a list of the static things in the class-room; and decide different signs for them. Then decide the scale and directions, to draw them on the paper'* (Page-11). There are other themes found in the chapter like interconnection between world languages, connect with regions and Connect with world.

Analysis of the chapter from peace perspective reveals the following points.

1. Generic skills needed by students
2. Diversity of the region
3. Practical experiences
4. Cooperation among students in carrying out group activities

Chapter – 3: Citizenship

This chapter is on Civics and it deals with the fundamental rights and duties of Citizens. The students understand their personal identity in relation to the country. *'If a child is given the opportunity to think and take decisions freely, he will become a good citizen. Later on, when he becomes an adult he will think independently in the social and political spheres of life and work according to the understanding of such situations'* (Page-13).

There is scope for the teacher to build social cohesion using the content materials. The chapter explains the meaning of the term citizen and citizenship. Although the word citizen is frequently used as a political term, it is significant in one's day to day social life. It deals with the many rights enjoyed by a citizen and also the responsibilities towards one's family and the nation as a whole. *'It is the duty of your mother and father to nourish and protect you. Similarly, your first duty is to respect your family, follow the customs and traditions and observe all rules and regulations'* (Page-13). The care and cooperation shown by family members is the basis for being cooperative at community and neighbourhood level. *'A family also teaches us that we are mutually dependent on each other. Each and every member of the family ought to help each other. Society is based on the principle of co-operation and it begins with the family'* (Page-13) *'We learn etiquette and manners from the family. The ideology of a family helps in making decisions which may or may not be acceptable. The family and school are institutions which*

shape us into becoming better citizens and living a better life' (Page-13). This chapter has a lot of scope for transmission of one important aspect of peace education, namely democratic processes and roles of citizens. Adults in the surrounding of the child provide a model to emulate. *'As he grows, constantly imitates his elders till he becomes an adult' (Page-13).* The responsibility of the student towards the school and other co-students is described. *'Maintaining good relations with your co-students and having a healthy attitude towards school are some of them' (Page-14).* It describes the idea of citizenship and how it helps in the practice of democratic and socialistic governance in the nation. Citizens have to revere and obey the law and do their best to make others obey it too. The responsibility of a citizen is outlined and the way one can help the country is mentioned. *'He cooperates with other citizens and serves the nation and in return the government gives him rights to enjoy. The Indian government takes care of the life and property of all Non-Resident Indians as well. An ideal citizen never causes harm to the country/nation' (Page-15).* It is the duty of citizens to point out fault in others if they do not follow the laid down rules. Maintaining high standards helps in stability of power and better life. The fruits of such good governance can be reaped by the next generation too. There are themes like care and cooperation, role models, autonomy, responsibility of family, duty towards school, duty towards world, citizens' rights and responsibility and connect with the world in this chapter. The students get chance to think and find answers for many pertinent questions inserted in between the chapter. Engaging questions have scope for relating the content to everyday life. *'How do you help your family members with work at home and why? (Page-13) 'What is your duty towards your family?'; 'What is the duty of your family towards you?; 'List the virtues you have learnt from your family' (Page-13).*

Analysis of the chapter from peace perspective reveals the following points.

1. Significance of citizenship
2. Following worthy family values
3. Democratic process and citizenship
4. Responsibility towards fellow mates
5. Reciprocal relationship between nation and citizens
6. Maintaining relation with classmates
7. Positive attitudes towards school

Chapter – 4: Beginning of Human Life

This chapter on History gives an overview of the evolution of man or the early life of man. The various tools used by them and some important milestones in his life like invention of wheel, using sign languages, imaginative charcoal drawings, doing farming and animal rearing are focused here.

The evolutionary perspective is dealt with in detail. The aspiring spirit of humans is conveyed through the contents of the chapter. *'Man gained knowledge and skill as he tried to overcome the difficulties in his life' (Page-18)* *'After the invention of the wheel, man used animals for different forms of transport' (Page-20)*. It is the thirst for knowledge and desire for progress that motivates human beings to achieve better future. *'Imagine, what other revolutionary changes were possible in man's life because of the invention of the wheel?'* (Page-20). This chapter deals with the evolution of human species from its brute form. We do not find any explicit themes of peace in it other than the grit and perseverance shown by humans in face of adversity. *'The man's knowledge and awareness about life increased...this was his first step towards culture and civilization' (Page-22)*. There were many obstacles and dangers that had to be overcome to bring in certain stability in his life. Some themes of peace found in this chapter are evolution of human life, fight for survival, power of knowledge, crucial discoveries and inventions, improvements in lifestyle, role of men and women. Students get to know that there are places in India where one can find evidences of human habitation of those days very near to well-known towns of India. The difficulties faced by their ancestors are put in perspective when they simulate the situations in which there was no fire or no wheels.

Analysis of the chapter from peace perspective reveals the following points.

1. Aspiring spirit of humans
2. Thirst for knowledge
3. Grit and perseverance of human beings
4. Student centric activities
5. Overcome difficulties of life
6. Living together
7. Role of man and women

Chapter – 5: Earth-Our Home

This is a chapter on Geography that gives an overview of the planet earth. It deals with its shape, the longitudes and latitudes, the climate zones, the continents and oceans, causes of day

and night and so forth. It is a precursor for learning in detail about each continent and ocean in later years.

There are pictures of astronauts of Indian origin who have inspired the young generation. *Rakesh Sharma, Kalpana Chawla, Sunita Williams (Page-24)*. The chapter gives a theoretical understanding about the earth which sustains us. These ideas are general in nature and needed for practical life. There have been individuals from India who served as astronauts and it is a matter of pride for us. They are role models for youngsters. This chapter has the scope of understanding the earth as the only habitat of humankind and other forms of life. There are themes like critical thinking, role model heroes, learning by doing, connect with the world in the chapter that can be related to peace. There are practical activities which students can do and understand the concepts of day and night, rotation, revolution and so on. *'Make a weather report of your area recording the temperature in Celsius, for one week. The data can be collected from local newspapers or local news channels'* (Page-26).

Analysis of the chapter from peace perspective reveals the following points.

1. Earth that sustains life
2. Progressing and achievements
3. Inspiring Indian astronauts and feeling of pride
4. The people are living on this earth and has to be together
5. Practical activities

Chapter – 6: The Beginning of Settled Life

This chapter on History deals with the beginning of settled life of early men. The way of eating, hunting and way of protecting themselves from wild animals in primitive days are presented.

The early men and the nature of their domestic activities is very prominent. *'Some were making clay pots and baking them in the sun'* (Page-31). *'Some women prepared big clay pots to store grains while others were busy weaving baskets'* (Page-31) *'The children also returned home and settled down to listen to stories from their grandparents'* (Page-31). As time passed human being started living in one place and they started agricultural practices like planting crops and rearing animals. But security and safety for one's life was uncertain. *'They did not have a permanent home. Their residence changed with the change in season. They stayed in caves, cooked the meat of animals on fire and ate it together. They protected themselves from wild*

animals with the help of fire. They wandered mainly in search of food’ (Page-30). The way of eating and dressing changed. There was a lot of improvement in the way of life between 12000 years ago and 5000 years ago. It is presented in a way the students can easily relate to as the protagonists in the narration are young children. The chapter shows a temporal perspective to the life at ancient times. The archaeological evidences and carbon dating techniques have helped us rebuild the life as lived in those times. *‘The archaeologists have found many evidences to prove that primitive people were mostly farmers and cattle herders. From excavations, the archaeologists have collected specimens of grains, tools of agriculture and bones of animals’ (Page-32).* This may go against the religious beliefs (some religions describe creation of world and man happened in seven days). By acknowledging the way of life in such rough and tough times we give appreciation for courage and skills showed by our ancestors. It tells about the uniqueness of human race and how it has evolved over thousands of years. There are themes of peace education like trust and loyalty, productive work, evolution of human life, belief in life after death and about uniqueness of human life. In terms of student centric approach, the chapter has a number of relevant and pertinent questions to which the students have to find answers or conduct the project.

Analysis of the chapter from peace perspective reveals the following points.

1. Human initiatives and tasks
2. Uncertainty and insecurity early humans faced
3. Agricultural activities and settlement of human beings
4. Uniqueness of man
5. Evolution of mankind vs religious beliefs

Chapter – 7: Gujarat: Location, Boundary and Physiography

This unit on Geography brings awareness about the spatial aspect, the place in which one lives and goes through day to day life. Cultural and social aspects are closely linked to the physical location of a place.

We identify ourselves as “son of the soil”, the place we and our ancestors lived. It focuses on geographical features of the state of Gujarat. The child gets to know the variations in landforms in different parts of the state. *‘Gujarat has two types of boundaries: 1. Sea boundary 2. Land boundary’ (Page-36).* *‘According to the area, Gujarat is the seventh largest state in India’ (Page-37).* *‘The physiography of Gujarat state is varied. We can divide it into 5 parts’*

(Page-37). *'The population is also very dense here (in plains)'* (Page-37). The state had good experience in international trade because of sea coast and ports developed here. *'During the past, international trade was carried out through the ports of Khambhat, Ghogha, Bharuch and presently through the port of Kandla'* (Page-38). This chapter does not have much scope in explicit peace elements. They have to study about their own region in global context. There are descriptions about the various physical features of the state of Gujarat. Some unique features of Gujarat are shared here. For example, the white desert of Kutch, the ports of Khambhat. Some themes that are peace related in this chapter are connect with local context, beauty of nature, prosperity through trade etc.

Analysis of the chapter from peace perspective reveals the following points.

1. Knowing one's identity
2. Developing a nation through hard work
3. Trade and commerce activity
4. Variety of topography and life of people
5. Population density and topography

Chapter – 8: Unity in Diversity

This chapter on civic creates sensitivity to differences. It reiterates in the young minds the ideal of living together and accepting differences.

The chapter begins with a thoughtful question on unity of the nation. *'Although all Indians are different from each other, yet they are united. How can we say this?'* (Page-39). *'Their religion, lifestyle, food habits, language, festivals, customs and traditions are quite different from each other. It is this diversity which makes our life interesting, joyful and prosperous'* (Page-39). It is only from knowing and understanding about others, the similarities or differences in food, clothing, celebrations could be understood better. *'Indians live together happily despite their differences in their caste, language, region, religious beliefs and customs. Even though there is diversity in our culture, we remain united. This is a basic feature of India's culture and civilization. We have adopted one constitution and one currency for the smooth administration of the entire country'* (Page-42). It would make them realize that they share many things in common. It is essential that we emphasize and encourage children to see the similarities than focusing on the differences. In our current society we find a lot of heterogeneity and diversity. People have to stay united in spite of such differences then only democratic processes

may yield benefits. *'India's strength lies in its unity in diversity. During the British rule, Indians united to fight together in the freedom struggle despite their differences in religion, language and region. People of different communities came together to participate in the freedom movement'* (Page-42). We find differences in many spheres of life like the economic, political, cultural and religious aspects. Living together is an essential criterion of peace education. First of all, the awareness about the multiplicity in our country needed to be understood. This chapter has the scope for widening the understanding of students. There are other peace elements like Connect with the child, diversity, connect with national context, unity in diversity, learning through activity, critical thinking. There is student centric activities and scope for class participation in singing in local language and imbibing the values of unity and cooperation. *'Let us sing together', 'We are all one. Explain why?', 'Greet your friend in three different languages'* (Page-43).

Analysis of the chapter from peace perspective reveals the following points.

1. Reflect on unity of the nation
2. Freedom movement
3. Understanding similarity and differences
4. Benefits of staying united
5. Student centric activities

Chapter – 9: Ancient Towns

This chapter in History gives awareness about cultural and social aspects of human civilization. It gives an opportunity to learn about how our ancestors lived together as a group and leading enriched life. *'Many similarities are seen in the food habits and lifestyle of the people of the various ancient towns'* (Page-47).

Engaging with the past and understanding the life lived by people in the past shall enable the students to identify with cultural background they have. It is a matter of pride that evidences of human civilization have been found in various parts of Gujarat too. The life lived by them serve as an inspiration for us in building our towns and caring for health and hygiene of public. It deals with the path of progress through ages. We understand that they lived a systematic and planned life as seen in the presence of common “bath”, buildings and lanes, drainage of wastes and so on. *'The scientific and outstanding town planning of those days is a wonder'* (Page-45). Many remains of civilization are found when we excavate the ground. *'Sometimes small or big*

towns are buried underground. During an excavation, these towns may be discovered' (Page-44). 'The remains found during an excavation have great historical value. They serve as a link in history' (Page-44). There was concern for health and they made good drainage system. 'An excellent drainage system was laid out. The drains in the houses led to a cess-pool or manhole' (Page-45). It reflects the high level of scientific thinking that went into the creation of objects of day to day life with the then available materials like wood, bones, stones or bronze. 'All of these remains show the love for art and civilization in the people of those times' (Page-48). 'There are toy birds which can move up and down ropes. Such toys are made in the villages of India even today' (Page-48). 'In other words, all the streets intersected each other at right angles. The houses were built on platforms that were above flood level' (Page-45). 'The rooms of each house were arranged around a courtyard' (Page-45). The chapter has peace related themes like power of nature, expand human understanding, rich cultural heritage, outstanding planning skills, public health and hygiene, common lifestyle, use of water resources, productive life, advanced overseas connections and creativity.

Analysis of the chapter from peace perspective reveals the following points.

1. Lessons of unity from past
2. Taking care of public amenities
3. Health and hygiene of public
4. Creativity and outstanding planning
5. Connect with the cultural background

4.3.5. Social Science Textbook of Standard-VI, Semester 2

Chapter – 1: The Vedic Age

This chapter in History deals with the way of life in the Vedic period. There is description of the social life and religious life of those times. Self-identity can be built in the students by pointing out how Vedas were learnt and followed in the olden days.

It is necessary to preserve one's culture for future generations, especially if they teach right way of living. *'Vedas are believed to be the ancient books of Indian Culture' (Page-1)*. Not having gender parity is a peace concern. The presence of such parity can be traced even to the ancient times. *'Mostly, the compilers, learners and teachers were men but, there are some instances of women also being a part of Vedic recitation' (Page-1)*. Welfare of human kind

would not be possible if females who constitute one half of the population are ignored. Material possessions are signs of prosperity. In order to feed and protect valuable possessions like horses disputes arose among people. *'The Rig-Veda provides us information that people wish to acquire materialistic things like horses and cattle, male child, etc.'* (Page-2). *'Horses were used to pull chariots; there were conflicts among people for animal's fodder and places where water was available in abundance'* (Page-2). Similar situation happens in present days too. The leaders protect the group from enemies. They have a responsibility towards the members of the group. Social cohesion is built by sharing the accumulated wealth and not by keeping all to oneself. *'A part of the wealth acquired in war was kept by the leader before distributing it amongst priests and common people'* (Page-2). Some sections of the society are in a disadvantaged position because of their appearance or ancestry. They are given unclean and shunned jobs like carrying carcasses of animals, making leather or cleaning drainages. *'In Brahmagiri, 33 golden beads and conch shells were found from the grave of a person, whereas only clay vessels were found near other graves. This probably shows the difference in their status in the society. There would have been some social inequality'* (Page-4). Ill-treatment of such people spreads discontent and hatred in society which is not conducive to peace. There are concepts related to social inequality, division of labor, gender stereotype, distribution of wealth, conflicts for fertile places, gender bias, respect for the dead, oneness with nature, gender equality and cultural heritage

Analysis of the chapter from peace perspective reveals the following points.

1. Preserving enduring culture
2. Gender equality
3. Reasons for disputes
4. Responsibility of leaders
5. Sharing of wealth
6. Social equality

Chapter – 2: The Climate & Natural Resources of Gujarat

This chapter in Geography describes the physical features of Gujarat and social life of people. The various water resources and forest resources and their contribution to the welfare of the state is stressed. *'Gujarat is endowed with several rivers, lakes, wells, step wells, streams, ponds and oceans'* (Page-8).

Getting deeper understanding about the physical features of place, the students belong to is essential. This part of the chapter enhances knowledge of climatic conditions in Gujarat which is the state the students belong to. Heavy winds are common features in Gujarat and it causes damages to life and property and disturbs the social life. *‘Sometimes, the wind blows at the speed of 100 km/hr. Such cyclonic winds cause heavy destruction near the coastal areas’* (Page-6). *‘Changing seasons bring a refreshing change in our daily routine. Our life is affected with the cycle of seasons. We celebrate enthusiastically the fairs and festivals during different seasons. By celebrating different festivals, we enjoy change and happiness which gives us peace’* (Page-6). Gujarat has a long coast and coastal areas are climatically pleasant. The general population of a particular state has to protect and preserve such places which give joy to visitors. It is a responsibility of not only the government but also the general public. *‘The economic development of each state mainly depends upon the availability of the natural resources in that state. Nature has gifted us rivers, lakes, air, sunlight, forest, animals, birds, mountains’* (Page-7). *‘The dams are constructed on the perennial rivers and water is supplied to the areas where there is scarcity through canals and pipelines’* (Page-9). The skill and expertise of people are needed for building centers of economic activity like ports. Men’s capabilities in using the resources have to be sustained by giving appropriate training so that more such centers can be created. *‘Different industries are developed on the coastal areas like fishing industry, ship making and ship breaking industries, salt industry, import and export industry etc.’* (Page-9). *‘Valuable electricity is produced through wind mills in Mandavi, Kutch’* (Page-9). Natural resources are the common property. They have to be shared by all. Sharing of resources with people who don’t have access to it (like the water from rivers or electricity) is a needed attitude to be developed among people. *‘Natural Resources are an invaluable gift of nature. They should not be used carelessly. The best way is to use them carefully and sensibly in order to make use of them for a longer period of time. Water bodies should be saved from getting polluted. Sanctuaries and National Parks should be developed. Strict laws should be implemented and strict action should be taken to stop hunting and torturing of wild animals. Efforts should be made to protect and increase wild life’* (Page-16). Activity in group is suggested. *‘Conduct a Survey of the trees which grow in your city or village. Enlist their names and their various uses’* (Page-12). The students are encouraged to think critically. *‘What steps can be taken to increase Gujarat’s forest cover and for the protection of wild life?’* (Page-14). The concepts relating to

peace found here are connect with local context and heritage, nature and human life, bounty of nature, hands on experience, richness of land, optimum resource usage, and conservation of water resources, celebrating nature, critical thinking and protecting gifts of nature.

Analysis of the chapter from peace perspective reveals the following points.

1. Awareness about state's resources
2. Nature disrupting normal life
3. Public responsibility
4. Human efforts in development
5. Sharing of resources
6. Group activity among students

Chapter – 3: Administration During Mahajanapada

This chapter in History enlightens us about the kind of rulers we had. There was monarchy in some parts of the country and republican rule in some other part of the country in the 6th and 7th century B.C. The students are made aware of the process of choosing a leader who shall shoulder the responsibility of the group.

Comparison is made between school elections and the way elections are held in the country at a bigger level. *‘During the morning assembly, the teacher instructed the students as to how the elections would be conducted and explained the importance of the School Panchayat’ (Page-21).* *‘In our country also, people elect their rulers by casting their votes during elections’ (Page-21).* There were times when all the power of ruling a country was vested in one single person. If the ruler doesn't have a strong personality misuse of powers becomes a possibility. That shall create dissent among people and peace would be lost. *‘Monarchies were ruled by the king who imparted justice and led the army. The ministers helped the king in the administration and the king was considered divine. Position of the king was hereditary’ (Page-22).* These statements describe how power and might was used to take away lands belonging to others. Huge amount of wealth and manpower was used to achieve this task. *‘The ambitious kings extended their empire by annexing the nearby areas to extend their kingdoms’ (Page-24).* There are many important elements to a democratic rule. The role of majority opinion, age irrelevancy, coverage to all state affairs, and secrecy behind voting and excellent judiciary system are the principles of good governance. It shall lead to stability in the country. *‘The members of the Ganarajya sat together to discuss issues, take decisions and passed resolutions on the basis of majority’ (Page-*

24). *'Both young as well as old people were elected as the members of Ganarajya Sabha' (Page-24). 'Different issues like administration, defence, war, negotiations were discussed in the assembly' (Page-24). 'Voting was done through secret ballot system' (Page-24). 'The Vajji Sangha had an excellent judicial system' (Page-24).* Historical evidences say that the so-called modern ideas of 'liberty' and 'power in the people's hand' have been practiced in the Indian subcontinent long back. *'Even today when we talk about democracy and national integration, we remember the Ganarajya of Vajji Sangha (Page-26).* The students are given the option of thinking about the democratic system. *'What similarities do you notice in today's democratic system and Ganarajya of the ancient times' (Page-24)?* The ideas related to peace are initiation to democratic process, critical thinking, power of kings, republic rule, fight for lands, ways of governance, economic activity, conflict between groups, democracy and national integration. Analysis of the chapter from peace perspective reveals the following points.

1. Knowledge about democratic process
2. Shortcomings of monarchy
3. Power used for seize others properties
4. Tackling issues to benefit public
5. Presence of democratic ideas
6. Critical thinking

Chapter – 4: Local Self Government (Rural)

This chapter in Civics deals with the local government especially in rural areas. *'People elect their representatives at local level for carrying out administration and they form a committee which is called the Local Self Government' (Page-28).*

Self-governance principle is followed in self-contained villages. Panchayat governance works at village, taluka and district level. Gram panchayat is formed at village level. It has five main members dealing with the law and order as well as facilities provided to village areas. *'Panchayati Raj system is the most effective way to govern at the local level. It fulfills the requirements of the local people and helps in solving the local problems promptly' (Page-28).* There can be issues concerned to economic status of people. *'There was also a discussion about the families falling under 'Below Poverty Line' (BPL) category' (Page-27).* At taluka level too such elections take place so that there can be good governance. *'The President and the Vice President of the Taluka Panchayat are elected from the chosen members only and other elected*

members form the standing committee and Social Justice Committee' (Page-30). The community's welfare and benefits are taken care by the leaders. Responsibility of Jilla Panchayat is also mentioned. 'It repairs and maintains roads, provides drinking water and works for the development of agriculture and animal husbandry in the district' (Page-31). 'The Jilla Panchayat also gets check dams constructed to increase the water level and provides all possible help during natural calamities like earthquakes, floods, cyclone, forest fire, famine, etc. It implements the welfare projects initiated by the State Government and keeps a vigil on the Panchayats and their employees' (Page-31). There is social justice committee at district and taluka level. Issues and conflicts are discussed and resolved by this committee. Justice is provided freely and speedily. 'Issues and conflicts related to the weaker sections of the society are discussed and resolved by this committee' (Page-32). 'Once there was a conflict between two villagers and both of them being rigid about their viewpoints could not resolve the dispute and approached the court' (Page-32). 'The Lok Adalat provides free and speedy justice' (Page-32). There are questions posed to children to think critically. 'Have you ever noticed that people do not speak up even if they are suffering from injustice? What could be the possible reason behind it?' (Page-28). The concepts related to peace found here are economic equality, fear of the powerful, ways of administration, effective governance, critical thinking, taxable services, hands on experience, electing one's leader, distribution of work, providing public services, resolution of local conflicts and imparting justice.

Analysis of the chapter from peace perspective reveals the following points.

1. Self-governance at local level
2. Issues of economic status
3. Responsibility of elected members
4. Providing speedy justice

Chapter – 5: Gujarat: Agriculture, Industries & Transportation

This chapter in Geography deals with the geographical details of the state of Gujarat. The three important activities covered here are; agriculture, industry and transportation facilities. The details are explained in this chapter.

The peace and prosperity of a state depends on the occupations and livelihoods followed by its public. *'Agriculture is a primary activity of the people of Gujarat. People cultivate cereals, oil seeds, pulses, beans, fruits, vegetables and flowers. Animal husbandry is another important*

activity' (Page-35). Gujarat produces different crops. 'Gujarat is the third largest fruit producing state of India' (Page-40). 'Mangoes like Alphonso and Kesar are produced in abundance and are also exported to the foreign countries' (Page-40) 'Gujarat, the main reason for the development of agriculture is the increase in irrigation facilities' (Page-41). In terms of industries, Gujarat has a number of them. They provide job as well as produce things we need in everyday life. 'We use many things in our day to day life which are made in the industries. To make these things we need natural resources' (Page-42), 'There industries are dependent on agriculture' (Page-43). 'The wastes from the refineries are very useful as raw material' (Page-43). The area of transportation is also well developed. 'Gujarat State Road Transportation Corporation (G.S.R.T.C.) is the most important public transport system of Gujarat' (Page45). Railways is the cheapest and the easiest mode of transportation. It connects the major cities of Gujarat with other major cities of India. There are airports in Gujarat at Ahmedabad, Vadodara, Bhavnagar and Surat. There are many ports in the coastal areas of Gujarat. The stability of a country is crucial not only for creating such beneficial infrastructure but also for maintaining it for extended periods of time. The countries facilities are meant for the use of people and they derive much benefit from them. The content has reference to family values, primary occupation, land resources, economic prosperity, critical thinking, and hands on activity, sharing of water resources and industries, welfare of public and conservation of nature.

Analysis of the chapter from peace perspective reveals the following points.

1. Productive occupation and livelihood
2. Interdependence of people and states
3. Government and development of people
4. Fulfillment of daily needs
5. Essential services

Chapter – 6: Local Self - Government (Urban)

This chapter in Civics is on administration of urban centers of the country. The population is more in cities and they have to be managed well. In the previous chapter there was the idea of self-government in rural areas. Similar concept is followed in urban areas.

When people take the responsibility to take care of their place of living, it results in better living standards and facilities. Administration of the town is looked after by the Municipality and the city is looked after by the Municipal Corporation. So, the type of the Local Self-Government

depends on the population of the area. The system of electing worthy leaders is done through proper elections. And the opportunity is given to disadvantaged groups through reservations. *'A person aging 21 years or above can register his/her name as a candidate in the elections'* (Page-49). *'Some seats are especially reserved for the members of the scheduled tribes and the scheduled castes'* (Page-49). The welfare of the public is important. It is done by creating many committees for different functions. *'Certain functions like providing basic amenities of health, hygiene, drinking water, drainage system, construction and maintenance of roads'* (Page-51). *'The Municipal Corporation can perform certain voluntary functions and take up projects for the welfare and comfort of the people'* (Page-51). *'It can construct playgrounds, gardens, public toilets, cemeteries, libraries, secondary schools etc. It can also promote forestation and rain water harvesting'* (Page-51). The town or city keeps growing and many places in the boundaries of town are converted to corporation boundaries. *'When a town Municipality is converted into a Municipal Corporation, its functions and responsibilities also increase accordingly'* (Page-52). The children are asked to think imaginatively about what they would do for improving the facilities in the town. *'If you were the Municipal Commissioner, what would you do for the drainage of dirty water?'* (Page-51).

Analysis of the chapter from peace perspective reveals the following points.

1. Self-governance at local level
2. Participation of disadvantaged groups in governance
3. Distribution of responsibilities
4. Critical thinking
5. Self-governance
6. Self-responsibility

Chapter – 7: Amalgamation of Peace & Non-Violence

This chapter in History is on Gautama Buddha and Mahavir swami. They were born during a time when there were radical changes in the society. *'This was the age when people were experiencing radical changes in the society'* (Page-54).

Caste system became rigid. People of the lower castes were discriminated against by higher caste people. *'People resented the discrimination of lower castes by the upper castes and felt the need to understand the purpose and meaning of life'* (Page-55). This offers a lesson on choosing a way out when inequality resurfaces in the society. Gautama showed people the path

of equality and right living. *'He (Buddha) wanted to seek for truth, attain knowledge and understand the meaning of life. He felt that the world is an ocean of sorrow and wanted to uplift the life of all the human beings by eradicating all the worldly miseries' (Page-54).* The main preaching was based on the value of compassion and non-violence. *'He preached ahimsa or non-violence, spoke against the caste system and encouraged tolerance amongst people. He asked people to perform good deeds and be kind to others' (Page-55).* *'Gautam Buddha explained four noble truths, which constitute the essence of his teachings. They are ... Life is full of suffering. This suffering has a cause. The cause of this suffering is desire. Getting rid of desires will lead to peace' (Page-56).* In the similar vein another important preacher was Mahavir Swami. He taught in the language of the common people. *'Mahavir also preached in Prakrit, the language of the common people (Page-57). Mahavir taught his followers to believe in, and practice: Ahimsa or absolute non-violence, even towards animals, insects, birds and plants, Honesty, Kindness and truthfulness, not desiring things belonging to others' (Page-57).* *They had to live an honest and a strict life and were expected to renounce all the worldly possessions and pleasures. Mahavir's insistence on absolute non-violence made it difficult for the people to follow the religion. It was not possible for all men and women to follow such strict rules but even then, people accepted this new thought' (Page-57).* *'Mahavir proposed 5 principles to live life called 5 Vratas - Truth (satya), Non-violence (Ahimsa), not to steal (asteya), not to hoard /possess (aparigrah) and celibacy (brahmacharya)' (Page-57).* As a result of the teachings of these religious thinkers people gave up animal sacrifice and elaborate rituals they started believing in peace and non-violence. *'People stopped following elaborate rites and rituals and gave up the practice of animal sacrifice. Both the religious thinkers had numerous followers who started believing in peace and non-violence' (Page-58).*

Analysis of the chapter from peace perspective reveals the following points.

1. Discrimination against disadvantaged groups
2. Guidance for right living
3. Compassion and non-violence
4. Connection with masses
5. Compassion for living creatures

Chapter – 8: We, the Gujarati

The chapter in Civics is about the state of Gujarat. The students need to be aware of the culture and identity of the state.

Within Gujarat itself we find in different regions different lifestyle is observed. *‘In different regions of Gujarat there is diversity in language, food habits, clothes, houses, festivals, fairs, customs and traditions etc. These differences are because of the geographical, social, religious and economic diversity’ (Page-59).* The nature of its people is also described here. *‘They are very polite by nature, perseverant and hard working. They are very adventurous. They have settled in many states of India and countries of the world either for business or employment’ (Page-59).* In terms of religious diversity there are different religions here and unity also. *‘In spite of people following different religions like Hinduism, Islam, Buddhism, Jainism, Christianity, Zoroastrianism, etc. there is unity and integrity among people’ (Page-59).* In terms of language there are different languages spoken here. *‘Generally, people speak Gujarati as it is the regional language of Gujarat, but other languages like Hindi, Marathi, English, etc. are also spoken’ (Page-61).* The chapter conveys the message that in spite of differences people here live united. *‘Despite diversity of religion, region and culture, Gujarat basks in unity in diversity. The people of different religions and communities live together in harmony and celebrate the different festivals with enthusiasm. Diverse customs and traditions are followed by people in towns and cities’ (Page-62).* The concepts favorable to peace in this chapter are diversity, religious tolerance, self-identity, critical thinking, to change with times, linguistic tolerance, bonding with others, unity in diversity.

Analysis of the chapter from peace perspective reveals the following points.

1. Awareness about diversity
2. Favorable qualities
3. Religious unity
4. Language diversity
5. Unity among people

Chapter – 9: Emperor

This chapter in History is on one of the historically important rulers of the country, namely, Emperor Ashoka. His rule was outstanding as it was during its time people experienced a state of peace and freedom from wars. His noble ideas were spread far and wide.

He was also a king who united India. *'Ashoka, the most famous of all Mauryan rulers, was the first king to unify India' (Page-64)*. He tried to promote good values amongst general public. To propagate and promote his ideas, Ashoka got his message inscribed on stone pillars, caves, boulders, and rocks. These edicts were widely spread throughout his empire. This great ruler was a good administrator too. He thought about the right way of ruling a country. *'He is regarded as the greatest political thinker and an expert economist. His political ideas are compiled in the Arthashastra, one of the world's earliest treatises on political thought and social order' (Page-65)*. *'The Mauryan administration was founded on the guidelines of an effective and a good governance based on Chanakya's Arthashastra' (Page-65)*. Ashoka became a follower of non-violence after the war of Kalinga. *'Ashoka realized the importance of Kalinga and a historic battle for Kalinga was fought. This war changed Ashoka's life, for though Kalinga was conquered, the loss was terrible. Ashoka was horrified when he witnessed the aftermath of violence and the resultant bloodshed. He then resolved not to fight anymore' (Page-66)*. His greatness lies in the way he tried to compensate the misery the common people suffered. *'Few kings in the history have repented so deeply or tried so hard to make up for the suffering they had caused. He was the king who gave up conquest after winning a war. He became the follower of Upagupta. He surrendered his weapons and resolved not to fight any more. He embraced Buddhism and became an abbot' (Page-67)*. Some of his policies and instruction are lessons for those who want peace to be established. *'He encouraged his subjects to be loving, merciful, compassionate and pitiful' (Page-67)*. *'Ashoka carved his policy of dharma - i.e., a person's duty to live according to certain religious and social code on pillars, caves and rocks. For instance, he told his subjects to ...1. Be respectful towards one's elders, especially parents. 2. To abstain from killing animals, birds and practice ahimsa or non-violence. 3. To be moderate in expenditure and in acquiring possessions. 4. To treat women and servants with care, and show reverence to teachers and gentleness to all' (Page-67)*. Some concepts found here related to peace are promotion of good values, respect and responsibility, able administration, able successors, good governance, futility of bloodshed, adoption of non-violence, safe guarding dharma, promotion of good values, growth of towns and critical thinking.

Analysis of the chapter from peace perspective reveals the following points.

1. Building of unity
2. Noble ideas in governing

3. Following non-violence
4. Compensating for suffering
5. Values needed in public

Chapter – 10: Disaster Management

This chapter in Civics is about disasters that occur suddenly and disrupt normal life of people. *‘Such calamities occur suddenly and disrupt the normal life of people’ (Page-70)*. War is also termed as disaster along with riots and bomb blasts.

When one thinks in terms of establishing peace, there are disastrous events that challenges us. As expressed here in the chapter war occurs because of selfish motives and greed. *‘War is fought between nations due to political disputes, selfish motives, ego and greed of warring groups near the border areas of countries. Riots take place between people belonging to different religious or ethnic groups causing great loss to life and property’ (Page-71)*. *‘Bomb blasts during wars or even during peaceful times cause large scale destruction along with threatening and terrorizing common people’ (Page-71)*. There are more negative effects of such man-made disasters. There may be physical injury and pain along with it there are other effects. *‘Mental trauma, depression and fear are the psychological effects of disaster. Loss of property and financial loss are economic effects. Large scale migration by affected population, isolation from family and loss of near and dear ones is a social effect’ (Page-71)*. We as responsible people have to think of minimizing the effects of such disasters. There has to be plans to rehabilitate those affected. *‘Disaster Management refers to the steps undertaken before the disaster, during the disaster and after the disaster. It involves the efforts made to minimize the effects of the disaster, rescue and rehabilitation of the affected people and reconstruction of the physical infrastructure destroyed during the disaster’ (Page-73)*. The ideas related to peace in this chapter are disruption to normal life, reasons for war, destruction to life and property, effects of calamity, ways to minimize destruction and critical thinking.

Analysis of the chapter from peace perspective reveals the following points.

1. Reasons for war,
2. Sufferings and pain; economy, life, family
3. Minimize the ill effects of disasters

Chapter – 11: Right & Duties

This chapter in Civics is on rights and duties of citizens. *‘Every law enacted by the government must conform to the constitution’* (Page-77). It has high relevance for the concept of peace education.

Laws are meant to establish security and safety of the common people. *‘Our Constitution lays down certain rights and duties for the people of India to help them to lead better lives and act as responsible citizens, irrespective of sex, caste, religion or place of birth. The rights of the citizens are known as Fundamental Rights and the Duties are known as Fundamental Duties’* (Page-77). The rights are same for everyone. *‘There are six Fundamental Rights provided to the Indian people. 1. Right to Equality, 2. Right to Freedom, 3. Right against Exploitation, 4. Right to Freedom of Religion, 5. Cultural and Educational Rights, 6. Right to Constitutional Remedies’* (Page-77). If one follows the guidelines given to public, it shall bring about betterment in the society. *‘Obey the Constitution and the laws of the country. Respect the National Flag and the National Anthem. Follow the paths of non-violence, secularism and democracy. Preserve the heritage and culture of the country. Protect the sovereignty, unity and integrity of the nation. Safeguard public property and defend the country at any cost. Avoid social evils such as dowry and gambling. Strive towards excellence in their respective spheres’* (Page-78). It is said rights and duties are two sides of the same coin. *‘Rights and Duties are two sides of the same coin’* (Page-79). The students get to know that freedom comes with restrictions. *‘However, all these freedoms come with restrictions. Just because one is free to do anything, does not mean that somebody else’s freedom should be affected’* (Page-80). *‘No individual can be forced to work against his / her wish and /or without wages. Children should not be forced to work. No child below the age of 14 years can be made to work in harmful places such as factories or mines’* (Page-80). There are examples of common citizens following the duties of citizens. *‘Wherever Jamnaba went, she tightened the taps to prevent the wastage of water. Jamnaba fulfilled her duty to safeguard public property by saving water’* (Page-81). *‘He sent out the people who used their mobiles. Dr Sunil consciously reminded everybody about their duties towards the rights of patients’* (Page-82). Advice is given about not breaking the rules laid down for people. *‘By not following the traffic rules Rahul is not performing his duty to obey the Constitution and the laws of the country’* (Page-83). *‘You have understood if each citizen fulfils his / her duty, no one’s right will be seized. It is important to remember that the rights and duties go together’* (Page-84). *‘Ramjibhai did not send his son to school for studies. Which right has his son been deprived*

of? Why?' (page-85). Ideas related to peace are ideals of constitution, rights and duties, equal rights, guidelines to public, safe guarding rights, critical thinking, nature of rights and duties, instances of responsibility and various rights.

Analysis of the chapter from peace perspective reveals the following points.

1. Ways to establish safety and security
2. Rights of everyone
3. Recommended behaviors in public
4. Equivalence of rights and duties
5. Exemplification of citizen's duties
6. Guidance against breaking rules

Chapter – 12: Gupta Empire

The chapter in History is about Gupta Empire under the rule of Chandragupta-I and descendants Samudragupta and Chandragupta II.

Chandragupta's rule is remembered even now because of the able administration and political stability that his empire had. *'He (Chandragupta I) acquired the title of 'Maharajadhiraj' due to his skilful political and administrative strategies. Chandragupta was not just a great conqueror, but also an able administrator' (Page-86).* He defeated 13 rulers of south India. *'He defeated and imprisoned almost 13 rulers of South India but freed them on realizing that it was difficult for him to rule over them from Pataliputra. The rulers of the defeated kingdoms paid homage to him' (Page-87).* The king was a patron of art and culture. *'He was a great patron of art and culture and a supporter of religion' (Page-86).* His descendent Samudragupta was also an outstanding king well versed in art, literature and poetry.

'Samudragupta was not just an outstanding conqueror but the most cultured Gupta king. He was a great patron of art, literature and music. His character and literary achievements are truly noteworthy. He was a great poet himself and was honoured with the title of 'Kaviraj' (Page-88).

Chandragupta II was well known as Vikramaditya. *'He also acquired the title of Vikramaditya and started the Vikram Samvat Hindu calendar. Under Chandraguta II, long distance trade prospered with West Asia, Roman Empire and even countries of South East Asia' (Page-88).*

Ideas related to how to ably rule a country can be better understood by following his strategies. Tolerance of other religions, judicial system, patronage given to arts, literature and architecture made the empire successful. *'The judicial system was also well developed and justice was*

imparted according to the law. Thus, the Gupta administration was an ideal system which always took care of the welfare of the people' (Page-89). 'The society under the Guptas was progressive and people lived happy and content lives. They celebrated fairs and festivals enthusiastically and enjoyed variety in food and attire' (Page-90). Religion gained importance in the Gupta period. The Gupta age revived Hinduism but the rulers were tolerant towards other religions. 'Thus, we can conclude that the administrative system under the Guptas was very systematic and governed efficiently by a large number of officials' (Page-91). The chapter has the following concept that reflect peace activities like able administration, patronage to creativity, wealth and prosperity, victory and defeat, patronage to art, religious tolerance, golden age, noteworthy Indian innovations, maintain law and order, distribution of work and representatives of people.

Analysis of the chapter from peace perspective reveals the following points.

1. Able administration
2. Patronage to art and culture
3. Pursuit of art and poetry
4. Traits needed for good rule
5. Religious tolerance of rulers

Chapter – 13: Continent: Antarctica & Australia

This chapter in Geography is about the continents of Antarctica and Australia. There are unique landforms and geographical features in Antarctica. *'During a year the South Pole experiences six months day and six months night. For many months the sun does not come up from the horizon. Therefore, due to reflection of sunrays in the sky, the colourful lights seen in the sky are known as (Sumeru Jyoti) Aurora Australis' (Page-94). The students are given a world view through this content. They get to know each continent has something special and amazing to show. 'Antarctica is sometimes called isolated continent since the inhospitable climatic conditions do not permit permanent human settlement here' (Page-95). There is an understanding about inter-dependence of nature and human habitation. 'The climatic condition of Antarctica is not favourable for survival of human beings so only explorers and researchers go there to conduct studies on the continent' (Page-95). The students on learning about the continent will come to know why it is called as wonder continent. Some ideas related to peace are amazing nature, human habitation, exceptional features and critical thinking.*

Analysis of the chapter from peace perspective reveals the following points.

1. Awareness about the world
2. Inspiring diversity of landforms
3. Human habitation and its dependence on nature
4. Isolated continent

4.3.6. Overview of Standard-VI Social Science Textbook

The textbook introduces students to political world at local level and world view at global level. The theoretical perspective given in the contents can be used as framework for discussing peace values embedded in them.

The chapter on ‘Citizenship’ (page13) addresses the student and mentions about **responsibilities** of being a member of family as well as a student of school. *‘Maintaining good relations with your co-students and having a healthy attitude towards school are some of them (Citizenship, page-14).* ‘**Unity** in diversity’ (page-39) exposes the students to the differences that exist in the present-day India. It introduces the student to the possibility of living together –not just **tolerating** others but live in joyful celebration in one another’s differences. The aspect of planned and systematic way of building towns that took care of health and hygiene of public is mentioned in Chapter- 9 ‘Ancient towns’ (page-44). This is essential for **building peace** in any given society. It helps learning about **living together** as a group and leading enriched life. Engaging with the past and understanding the life lived by people in the past shall enable the students to understand that the values of **equality, responsibility, freedom** and **unity** forms the backbone of civilized life.

It may be worth noting that even in Vedic age (The Vedic age, page-1) women were given importance and allowed to take part in Vedic recitations. **Equal** status and participation of women in social life was a reality in that period of time. In the chapter which deals with the ‘Administration during Mahajanapada’ (page-21) the idea of **responsibility, equality and unity** have brought out this direct quote from text - *‘The members of the Ganarajya sat together to discuss issues, take decisions and passed resolutions on the basis of majority’ (Administration during Mahajanapada , Page-24).* **Equality** is seen when *‘Both young as well as old people were elected as the members of Ganarajya Sabha’ (Administration during Mahajanapada ,Page-24).*

The chapter on ‘Amalgamation of peace and non-violence’ (page-54) is on how saints like Gautam Buddha and Mahavir Swami preached **non-violence, and tolerance**. They asked people to follow absolute **non-violence** even towards animals, insects, birds and plants. These values play a critical role in bringing in peace to a society.

The chapter ‘Emperor’ (page-64) depicts the repentance of King Ashoka on seeing the violent aftermath of war. *‘Ashoka was horrified when he witnessed the aftermath of violence and the resultant bloodshed. He then resolved not to fight anymore’* (Emperor, page-66). It is well known that he is celebrated as the apostle of **non-violence**. The futility of wars is brought out in this lesson. His inscriptions on how citizens should behave are inscribed in pillars and stones. *‘For instance, he told his subjects to ... 1. Be respectful towards one’s elders, especially parents. 2. To abstain from killing animals, birds and practice ahimsa or non-violence. 3. To be moderate in expenditure and in acquiring possessions. 4. To treat women and servants with care, and show reverence to teachers and gentleness to all’* (Emperor, Page-67). It guides youngsters in the path of **non-violence, responsibility, equality** and **tolerance**.

Caring for **environment** and celebrating particular days like - *2nd March as World Forest Day, 5th June - World Environment Day, 17th June - Desert Prevention Day, July (Beginning - Van Mahotsav of Rainy season), (The climate and natural resources of Gujarat, Page- 11)* is mentioned in Chapter on ‘The climate and natural resources of Gujarat’. It brings an understanding about how invaluable natural resources are and how one needs to use them carefully and sensibility to sustain the earth for longer period of time.

The role of family and school in shaping the essential values of citizenship is acknowledged by the statement, *‘The family and school are institutions which shape us into becoming better citizens and living a better life (Citizenship, page-13)*. The attitude of **equality** is to be built in the students. We find in the chapter 4 on ‘Local self-government (Rural)’ (page-27) that *‘The Lok Adalats have been established to impart justice to poor people who belong to the socially backward classes, victims of natural calamities and people having an annual income of less than 50,000/- (Local self government (Rural), page-33)* .

Ideas on **freedom** and its importance in our country is presented in these lines; *‘Every citizen in this country has the freedom of speech and is free to express his / her thoughts. They can assemble peacefully without arms, form unions and associations and move to and settle in any part of the country. They can practice any trade they want. All children between the age of 6*

to14 are entitled to free and compulsory education (Rights and Duties, page-80). At the same time there is a word of caution too on how **freedom** is to be used, 'Just because one is free to do anything, and does not mean that somebody else's freedom should be affected' (Rights and Duties, Page-80). In similar vein the relationship between rights and **responsibility** of peace-loving citizens is considered when the text lines say, 'You have understood if each citizen fulfils his / her duty, no one's right will be seized. It is important to remember that human rights and duties go together' (Rights and Duties, Page-84).

4.3.7. English Textbook of Standard-VII - Semester 1

Unit – I: Exploring Symbols

The chapter begins with Rabindranath Tagore's poem 'Where the mind is without fear'. Symbolism is widely used in this poem to create interest. In this poem, we find symbolism used and the poem is on cultivating good values like courage, freedom from ignorance, reasoning ability, hard work, honesty and broad mindedness. 'Where the mind is without fear and head is held high; Where the knowledge is free; Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit; Where tireless striving stretches its arm towards perfection; Where the mind is lead forward by thee into ever-widening thought and action;' (Page-3). The students have to think how same symbols may be used by different people in different way. 'Tagore thinks of reason as if it is a stream. The stream is a symbol for reason. In another line where we see that Tagore uses a symbol in this way' (Page-6). 'It (green) is the colour of the plants that come up every spring, the colour of fertile land that grows our food' (Page-7). There can be different opinions by different people. Each of us have the freedom of choice. 'Different people can give the same symbol for different meanings' (Page-8). There is another story which deals with a fox and his hunters. The lesson is to pay attention to actions as well as thoughts. If too much time is spent on thinking it will result in loss. '...while he (fox) was thinking of all his clever choices, the hunters caught him up and he was soon carried off' (Page-9). In another section there is reference to how unpleasant information if presented cleverly and appropriately will be accepted by others. '... the astrologers prophesized that all his relatives would die before him. Birbal replied that the Emperor would live longer than any of his relatives' (Page-10).

Analysis of the chapter from peace perspective reveals the following points.

1. Enlighten on ultimate values
2. Freedom from ignorance
3. Opportunity to stimulate thinking
4. Focus on action is crucial
5. Communicate astutely

Unit – 2: Exploring puzzles

The chapter offers opportunity to explore different kinds of puzzles and riddles. The chapter begins with a story of Akbar and Birbal. When one looks at events without coming to conclusions quickly, we can find the real truth. The ministers of Akbar (without knowing that it was Akbar's grandson) said that the person who tweaked his moustache should be punished. *"My lord, this villain should be mercilessly flogged to death", "Beheaded in full public view, your honour!"*, *"The villain should be thrown from the fort or be hanged!"* (Page-12). Whereas Birbal could correctly guess it was the child. The story conveys the idea of reasoning and careful thinking. It further asks one to be careful about making false assumptions. *'Birbal was able to solve the emperor's puzzle because he thought clearly and realistically about the emperor's question'* (Page-14). There is another section which deals with the story of a pardoner who travels from one place to another. The group of pilgrims and a pardoner visiting a famous shrine were relaxing in their inn. There was comradeship between them and they spent their time in solving puzzles or telling stories. *'During the long evening as they rested from their journey, they would tell stories and sometimes amuse each other with game and puzzles'* (Page-15). Though the pardoner was wise he was modest and showed humility when sharing his puzzle. *"Blame my lack of knowledge of such matters if you don't like it"* (Page-15). The puzzles present in the chapter checks the thinking ability of the students. *'We also want to remember that many things cannot be described in absolute terms; they can only be described in relative terms'* (Page-17). In the later section of the chapter there is a story of Akbar and Birbal. Here too we find appreciation for clever answers. *'He drew a line on the ground and said "Birbal, make this line shorter" (Birbal) quietly drew a second line (longer than Akbar's) below Akbar's'* (Page-17). The poem in another section deals with untruthfulness between friends. Friendship has to be based on truthfulness and care for each other. These values are important in ones' life. *'My friend is not my friend any more, she has secrets from me and goes about with Tracy Hacket'* (Page-20). There are still many things in the world which are unknown. A sense

of humility is required as people have to keep searching for better understanding about the world. *'You make think that teachers, scientists and doctors must know everything important that there is to know, but this is not true. The job of many teachers, scientists, and doctors is to do research, to learn more and more about the world'* (Page-21). As mentioned in this statement we have to keep researching for ways to solve major problems.

Analysis of the chapter from peace perspective reveals the following points.

1. Prudent communication
2. Careful and right thinking
3. Caution about false assumption
4. Comradeship and companionship
5. Improving ones thinking ability
6. Values of friendship
7. Humility among learned people
8. Tolerance
9. Understanding

Unit – 3: Exploring advertising

As the title suggest this chapter deals with advertising and how they are made. It asks the students to think about it from different perspectives. In the first section of the chapter there is article which presents a critical view of advertisements. *'I think it is important for children to understand that sometimes people (mass media and advertisements) who want your trust are not really your friends'* (Page-24). The article mentions about how children are persuaded by food advertising. *'I would like them (children) to grow up alert to the ways people try to sell them things'* (Page-24). The author says children don't know they are being persuaded and so they must be protected from such unethical practices. *'Help your children understand that sellers want to sell things, but buyers have to decide if they want to buy'* (Page-25). There is suggestion for working cooperatively with classmates. *'Help your classmates understand all the phrasal verbs in the article'* (Page-30). *'Discuss these questions together, then agree on a name and slogan for your drink'* (Page-33).

Analysis of the chapter from peace perspective reveals the following points.

1. Untrustworthy persuasion
2. Unethical practices in mass communication

3. Working jointly with others

Unit – 4: Exploring poetry

The chapter deals with various types of poetry. The first section is a poem about 'Life'. It conveys the message that life is compared with many things. Children can relate to the things mentioned in the poem. Life is nurtured by love and care, loves the freedom to fly, loves the joys of music, is full of uncertainty, but more than anything it is also something which we can make it our way. '*What is Life? Life is what you make it your way*' (Page-35). The next poem also is about the life in summer and life in winter. '*When the frost has wrought a silence ... the cricket's song, in warmth increasing*' (Page-37). There are animals like to shows their joy even when all other forms are silent and quiet. There are language items which the students are to work together to solve. '*Work in a group to list five examples of personification*' (Page-38).

Analysis of the chapter from peace perspective reveals the following points.

1. Life and its various connotations
2. Work jointly on tasks

Unit – 5: Exploring values

The chapter begins with a puzzle for children to solve. The next section is a story. The excerpts have been taken from the story 'Malgudi Days' by R.K. Narayan, a famous Indian author. The underlying values we find in this story are the family values and how parents take care of their children's learning. '*Have you done the sum?*' Father asked, looking over the newspaper he was reading' (Page-42). Although the father talks angrily, he is concerned about his child. '*He (son) worked and found out (the answer to the sum) at the end of fifteen minutes.....father said, "very good, simplify it further"*' (Page-44). In another section we find a father giving some money to his son and asking him to spend it wisely. '*Shanker has to report to his father how he spent the money*' (Page- 48). The students are given task of thinking about the variation in the price of mangoes in the market which shall give them practical experience in shopping. '*Visit a market and find out the different varieties of mangoes available and their price. Are they all priced the same? Find out the reason(s) for the difference in their price*' (Page-49).

Analysis of the chapter from peace perspective reveals the following points.

1. Family values of caring for members
2. Counsel youngster on using money wisely

3. Practical tasks for student

Unit – 6: Exploring Patriotism

This chapter is on national identity and patriotism. It begins with a visual puzzle where there are profiles of Indian leaders hidden in the image of a tree. The activity tests their ability to identify the leaders. *‘How many faces do you find in this picture?’ (Page-51)*. The next section is about Gandhiji’s experience in South Africa. The disrespectful treatment given to Indians there was noticed by Gandhiji and he wanted to do something about it. *‘I noticed a kind of rudeness in the behavior of the people who knew Abdullah Sheth. It hurt me’ (Page-52)*. When he went to the court as a lawyer wearing his turban, he was asked to remove it by the magistrate. He felt it was unjust against his right to wear the headgear he wants to. *‘(The Magistrate) asked me to take off the turban. I refused to take it off and left the court’ (Page-53)*. He was courageous enough to express his displeasure about it. *‘I wrote a letter to a newspaper about the incident in defence of me and the turban. I hit the headlines as “Unwelcome Visitor” (Page-53)*. It is mentioned that his stay there brought out the fighter in him. *‘.... stay in South Africa equipped him with the perseverance and moral strength to emancipate society from the forces of untruth and violence with the spiritual antidote of truth and non-violence’ (Page-52)*. The children are asked to be tolerant. *‘We must never do any injustice but we must always show tolerance for other’s beliefs’ (page-56)*.

Analysis of the chapter from peace perspective reveals the following points.

1. Task focusing on perception of students
2. Instances of disrespect
3. Maintain one’s self respect
4. Never show any injustice
5. Advice to show tolerance

4.3.8. English Textbook of Standard-VII - Semester 2

Unit – 1: The World around us

The chapter revolves around the environment, specially the water resources. Awareness about safeguarding nature by conservation activities is discussed here. *‘It’s (water) the most needed, most wanted and most common substance on the earth’ (Page-1)*. There is advice for students to be careful about how to use water resource. *‘Use only as much water as you require.*

Close the taps tightly after use. Use a bucket while bathing instead of a shower... .. Use a water jug instead of running water while brushing teeth' (Page-3). The topic overlaps with Science topic of environment and the value of living in harmony with nature. *'Water is the basic component of each cell and essential for our existence' (Page-1).* The students are advised on the way to save energy by conservation of its use. *'Our use of electricity and energy affect the environment. Here are some steps that can help us in saving the environment. 1) Turn off all unnecessary lights. 2) Use solar heater.3) Buy and use fuel efficient vehicles. 4) Your gas stove flame should be blue. 5) Cover utensils while cooking food. 6) Use pressure cooker and microwave ovens as they save cooking time. 7) Save paper, reuse paper, print on both sides of the paper. 8) Walk or ride a bicycle whenever possible. 9) Use public transport when possible.10) Do not leave your computer or TV on standby mode' (Page-6).* There is discussion on saving the biodiversity. This topic too has connection with Science subject. *'Many of these species (animals and plants) are under threat of extinction. It means we are losing bio diversity. Bio-diversity is ... the grand total of interactions of living things among themselves and with their environment' (Page-7).* The students are advised to work together in activities that foster environmental protection. *'Organize tree plantation activities. Form groups and discuss ways of conserving water (Page-3).*

Analysis of the chapter from peace perspective reveals the following points.

1. Basic need for water
2. Carefulness in use of water
3. Conservation of energy
4. Awareness about bio-diversity
5. Joint activities

Unit – 2: How things work

The chapter is on giving better understanding about how things work. New devices, that are created, work on certain mechanisms. Children are taught to critically think about day to day objects and the way they work. For example, there is a reference to mirrors in cars. *'... .. side mirrors in some cars say, "Objects in mirror are closer than they appear". How can they be?' (Page-9).* The idea that even children can create new things or invent new things is suggested. *'...a girl in Japan invented an umbrella that sprays water on the person who carries it! She wanted an umbrella to help people to stay cool in very hot weather' (Page-14).* Children are

advised to persevere in their efforts *'Get a good idea and stay with it... .. until it's done and done right'* (Page-15). As in other chapters the children are asked to help each other. *'If you know then, can you help other classmates understand?'* (Page-9). *'Work with a group or partner to explain why the cloth under the drop looks bigger than the cloth next to the drop'* (Page-13).

Analysis of the chapter from peace perspective reveals the following points.

1. Think on ways things work
2. Children's creativity
3. Work collectively

Unit – 3: Sports

The chapter has different sections and the first one is on a poem called 'Dreams'. The children are encouraged to think about how dreams direct us to fulfill our wishes. *'Dreams, dreams, dreams.... Dreams to grow big, dreams to grow rich, dreams to prosper, and dreams of peace. Dreams of the country and its growth, dreams of love and dreams of hope. dreams that all the dreams come true.'* (Page-16). Children are asked to share the dreams with their classmate so that they can find what is similar and different from their dreams. The next part of the chapter deals with the participation of the disabled in sports. Inclusivity and treating the disabled with dignity are presented here. *'From the late 1980's, organizations began to include athletes with disabilities in sporting events such as the Olympics games and commonwealth games'* (Page-19). The students are asked to think about how they can bring happiness to the disabled. *'How will you bring happiness in the life of a person who is disabled?'* (Page-20). Sportsmen become popular and they are role model for youngsters. They have to be responsible. *'He (Sachin Tendulkar) has become a public figure but has managed to maintain a dignified, mature outlook remaining aware of his responsibilities while protecting his privacy'* (Page-23). The place of ethics in one's life is supported. *'His (Sachin Tendulkar) father, who was a university professor, taught him a sense of work ethics'* (Page-23). Sports develop many worthy qualities in us. *'Furthermore, sport teaches independence'* (Page-19). Another section of the chapter deals with the story of Ekalavya, the son of a Shudra hunter. His sacrifice and respect for his teacher Dronacharya is remembered even now. His teacher says, *'Eklavya, even without your thumb, you'll be known as a great archer' 'I bless you that you will be remembered forever for your loyalty to your guru'. Drona declared and left the forest. He was moved and*

grieved at his own action.....Eklavya became a greater archer than he was ever before' (Page-23).

Analysis of the chapter from peace perspective reveals the following points.

1. Envisioning a better future
2. Commonness of visualization
3. Dignity for disabled
4. Helping the disabled
5. Responsibility of role models
6. Ethical behavior
7. Respect for one's teacher

Unit – 4: Let's travel

This chapter is on travel and interesting places around the world. On one level this topic overlaps with Social Science topic of states and the historical places in them. The children are introduced to their state of Gujarat and the various monuments and temples found here. There is mention of mosques as well as temples which conveys the message of religious tolerance and equal importance given to each place of worship. In another section we find a poem which deals with friendship. *'Though distant away, we look at the same moon, And in that sense, we have never parted' (Page-31).*

Analysis of the chapter from peace perspective reveals the following points.

1. Awareness about local place
2. Description of Hinduism's and Islam's religious places
3. Friendship and togetherness

Unit – 5: Health and nutrition

This chapter deals with food and health. The children are advised to follow healthy food habits. *'His (Smit's) mother often advises him to eat home-made food like rotis, parathas, green sabjis and dal but he does not like this food' (Page-34).* *'... Doctor Advising about maintaining good food habit and taking proper care of health' (Page-34).* The responsibility to take care our health is with us. So, it is said that, *'You need to make responsible eating choices within the context of your preference and lifestyle' (Page-36).* There a few proverbs related to maintain good health. *"Man is what he eats", "Early to bed and early to rise makes a man healthy, wealthy and wise", "To eat is a necessity, but to eat intelligently is an art" (Page-39).*

The students are asked to think critically on, *'What types of food will you choose to make a balanced diet?'* (Page-35).

Analysis of the chapter from peace perspective reveals the following points.

1. Advice about healthy food habits
2. Freedom of choice and responsible choice
3. Maintain good eating habits

Unit – 6: Art

This chapter is on art and its different forms. The art of sketching, sculpting, painting and land art are some of the art forms take for discussion. In the first section there is a poem on beautiful scenery. *'Sketch the trees and the daffodils catch the breeze and the winter chills in the colors on the snowy line land...'* (Page-42). The responsibility of family members in encouraging one another is brought out here. *'His (Manjit Bawa's) elder brother encouraged him to pursue art'* (Page-43). Inclusion of cartoons as a form of art is discussed here. *'The common man (of cartoonist R.K Laxman) has represented the hopes, aspirations, troubles of the average Indian'* (Page-47). Encouragement to create objects of art from natural objects is given to students. *'Think of some natural objects around you that can be used to create an art work and list them'* (Page-45). These are elements which are interesting and fascinating for a child in this chapter. Values for cooperative living and responsible living are implicit in the content.

Analysis of the chapter from peace perspective reveals the following points.

1. Appreciation for natural beauty
2. Family values
3. Making creative objects

4.3.9. Overview of Standard-VII English Textbook

In the textbook of Standard-VII too we find reference to peace related qualities in an indirect way. Stories and poems can be used for teaching the values of **equality** and **responsibility**.

The poems 'Where the mind is without fear' (Exploring symbols on page-3) and 'Dreams' (Sports on page-16) are not only on **freedom, unity** and clear **thinking** but also on **proactive** actions. The poem 'It's a puzzle' (Exploring puzzles on page-20) and 'A poem for a friend away on a trip' (Let's travel on page-31) deals with **compassion** and **love** between friends

but also on betrayal and unfair behaviors. These embedded values are peace related and students can find important life lessons in them.

The students are given an understanding about the life of the disabled. The texts exhort them to show **compassion** towards them. *'How will you bring happiness in the life of a person who is disabled (Sports on page-20)?* The way injustice is done to the hunter's son Ekalvya (Sports on page-22) can be used to bring out the importance of **fair practices** in our dealings with the disadvantaged sections of the society.

The students are invited to offer help and **support** to fellow students while activities are being completed. These are some instances found in textbook. *'If you know then, can you help other classmates understand' (How things work on page-9)? 'If you finish quickly, go and help others to solve it too' (Exploring puzzles - page-16)! 'Discuss these questions together, then agree on a name and slogan for your drink' (Exploring advertising on page-33). 'Work in pairs. Write a poem about a friend who is not with you now' (Let's travel on page-31).*

Ideas related to **sustainability** are discussed in VII Standard text book. The chapter 'The world around us' (page-1) brings awareness of their **responsibility** towards nature by saving water. Saving water is saving life and saving the world is emphasized by these instructions - *'Use only as much water as you require. Close the taps tightly after use. Use a bucket while bathing instead of a shower. Use a water jug instead of running water while brushing teeth'* (The world around us on page-3).

4.3.10. Social Science Textbook of Standard-VII: Semester 1

Chapter – 1: Two Big States

This chapter in History is about two different states Kanauj and Vatapi. The rulers were Harshavardan and Pulkeshi respectively. It gives a description of the way both ruled their lands. Patronage was given to arts, architecture and literature. Both the kings annexed the kingdoms they defeated and they administered their kingdoms well.

There can be lessons learnt on righteous living with high moral conduct essential for maintaining peace in a land. The responsibility of a king and a brother is fulfilled by King Harshavardan when he went in search of his sister and stopped her from committing sati. *'(Harshavardhan) went in search for his sister.... (Harshavardhan) stopped her from committing Sati' (Page-1).* The king when fulfilling his duty even forgets to eat his meal. *'He*

was so diligent in carrying out his administrative responsibilities that at times, he even forgot to have his meal' (Page-1). It is also the duty of kings to make easy the life of common people through many activities. 'Harsh built many rest houses, wells, step wells, lakes, mathas and viharas and also prohibited animal slaughter' (Page-2). The extent of his generosity is lesson for others who want to rise to the position of fame. 'There, he would donate generously till his entire treasury was emptied and would even give away the ornaments he would be wearing at the time' (Page-2). Welfare of his people was foremost as he gave free education to worthy students in Nalanda. 'Free education, lodging and boarding were provided in Nalanda University' (Page-3). It was because of him Nalanda became very popular. 'King Harsh extended all possible assistance to Acharya Shilbhadra and made Nalanda into a world-famous university' (Page-3). 'Harshavardhan personally supervised the administration of his state by extensively traveling to different parts of his empire' (Page-1). There was religious tolerance and respect for other religions. 'People followed Hinduism, Buddhism and Jainism but were tolerant towards other religions' (Page-4). 'The people lived a peaceful life under his rule. People lived a simple, pious and peaceful life based on living by rules of good moral conduct and justice. Cheating and breach of promise were considered sinful' (Page-5). In south, the rule of Pulikesi was also as well known. There is scope for knowing about the patronage given to art and architecture. 'He (Pulakeshi II) transformed the capital Vatapi into a city of magnificence and splendor' (Page-6). 'Pulakeshi II was not only a great warrior but also a lover of arts' (Page-6). 'The famous cave murals of Ajanta were also painted at that time. In his travels, Hiuen Tsang visited the court of Pulakeshi II and has given a vivid account of its grandeur' (Page-6). In the texts of this chapter there are instances that can reflect the perspective of peace like responsibility and love towards siblings, winning and losing, responsibility of leaders, systematic administration, sharing wealth, credentials of good ruler, patronage for education, oppressive social structure, simple living, facilitating trade practices, religious tolerance, virtuous leadership and patronage for creativity. A student-centered approach is observable in the activities that are suggested in the chapter. There are questions that present a critical viewpoint and if appropriate answers are sought it shall develop their critical thinking ability. 'Why was free education provided at Nalanda University?' (Page-3).

Analysis of the chapter from peace perspective reveals the following points.

1. Responsibility of siblings

2. Sacrifices that responsibility demands
3. Welfare of public
4. Charity and sharing
5. Patronage to education
6. Religious tolerance
7. Patronage to art
8. Critical thinking

Chapter – 2: Motions of The Earth

This chapter in Geography deals with the motions of the earth like the rotation and revolution. Earth is the only planet which supports life forms. The concept of day and night at different parts of the earth is made clear through various activities.

There is reference to experiences of children in their surroundings like playing in Ferris wheel, celebrating festivals and they are related to the topic. *‘Have you noticed that the toys that you play with such as tops and discs rotate on their own axis? Similarly, our Earth too rotates on its axis. You must have taken a ride in Ferris Wheel in fairs’ (Page-7). ‘List of some festivals and the seasons of their celebration is given..... When we celebrate a particular festival here (India), name the season experienced at that same time in a different country’ (Page 11).* Awareness about other parts of the world and the similarity in seasons can be explained. Seasons cut across geographical regions and not bound by geographical boundaries between countries. This chapter does not have much scope for conveying peace aspects like sharing or compassion or responsibility. But in terms of awareness about the gifts and complexity of nature, the chapter has enough scope. The student-centered approach can be seen in the activities presented in the chapter. There are texts that display connect with the child, wonders of nature, connect with life and practical experience.

Analysis of the chapter from peace perspective reveals the following points.

1. Exemplify child centric experiences
2. Global awareness
3. Nature does not differentiate countries for seasons

Chapter – 3: Government

The knowledge about the type of government our country has is explained in this chapter. The three levels of government help in the able functioning of the country. India is a vast country and it needs a systematic administration.

It is a chapter dealing with responsibilities and tasks that help maintaining law and order and in turn maintain peace in the country. A country which gives priority to equality and justice when making its laws can make its people happy and satisfied. *'You must be aware that a country needs a government to make laws as per its Constitution, take decisions and implement them'* (Page-13). *'The government is necessary to ensure that the law is same for everyone. It frames laws and sees that it is implemented by the concerned authorities and the police'* (Page-14). *'The Government frames laws and they must be obeyed by all citizens'* (Page-14). And there is possibility for expressing disapproval if laws are not followed. *'Even though the government may work lawfully, in case citizens feel that laws are not being executed properly, they have the right to raise their voice or even go to court'* (Page-15). Ensuring the law and order is followed by the citizens is done by Judiciary. *'The arm which works towards the implementation of justice is called the 'Judiciary' and it takes action against offenders'* (Page-15). The country has been concerned about internal affairs but also have good relationship with neighboring countries. *'It (government) is concerned about the nation's economic condition and problems of poverty, unemployment, literacy, health, etc.'* (Page-14). *'The government also maintains friendly relations with other countries'* (Page-14). In a place that offers security, development and wealth creation go hand in hand. These ideas are presented in the chapter. Some other peace aspects covered here are power and control, responsibility, equality, maintaining law and order, good governance, Equality of law, just judiciary system, local context and critical thinking. In terms of student-centered approach there are activities and exercises that give scope for critical thinking. *'Why can one not use loud speakers in public places after 10 o'clock in the night?'* (Page-15), *'What will you do if laws are not properly implemented and injustice is done to you?'* (Page-16). Analysis of the chapter from peace perspective reveals the following points.

1. Equal in the eyes of law
2. Right to question implementation of laws
3. Implementation of justice
4. Healthy relationship with neighbors
5. Critical thinking

Chapter – 4: Rajput Age

During the 7th and 8th century, the northern part of India disintegrated into smaller kingdoms. Similarly, after the death of Pulakesi, many kingdoms were formed in the south. The chapter deals with brave and famous Rajput rulers of the north India and Cholas and Pallavas of south India at that time.

There are differences in the style of buildings in different historic periods. The children are instructed to critically think on this aspect, *‘There is a difference between the construction of structures in present times and the kind of work done in earlier ages. From these differences we can make out the period during which a particular structure was constructed’* (Page-17). In terms of health and well-being the sciences were so developed that even brain surgeries could be performed. *‘In the early 10th century, he (King Bhoj) was operated on by two brothers from Ujjaini, who sent him into a controlled coma using a medicine called Sammohini. They, then opened his skull and removed his tumour’* (Page-19). In the south, rulers set across the seas to win territories. And the presence of huge naval forces displays the expert marine knowledge accumulated in the southern states. *‘The rulers of Chola dynasty attacked Ceylon and annexed many territories. The Cholas had a powerful navy because of which they could attack countries even across the sea’* (Page-20). In south, women took leadership positions. *‘Megasthenes, the Greek traveler, notes that females used to rule in this community’* (Page-20). In Rajput dynasty of north, women were at par with the men. They took part in warfare and fought as bravely as men. *‘They (Rajput women) were so brave that if need be, they would fight on the battlefield’* (Page-21). The women rulers were concerned with the welfare of people and made many useful constructions. *‘Udaymati, the wife of Bhimdev-II, constructed it (Step well). It is an unparalleled example of a stone architectural structure’* (Page-21). The bravery and courage of the kings is inspiration worth following *‘Prithviraj-III of Raipithora was a powerful ruler of the Chauhan dynasty. He is unparalleled in the history of India. Many stories and folksongs have been written about his bravery on the battlefield’* (Page19). The questions inserted in the chapter are student centric in nature. *‘Why did many rulers of South India maintain a naval force? Why are the old architectural monuments preserved? Why were wells, lakes, step wells, etc. constructed like temples in ancient times?’* (Page20). In this chapter the Rajput rule in northern part and Chola rule in south is mentioned. The valor of the kings and the way of administering the kingdom help us picturize the way people lived in those days. There are concepts related to peace like connect

with child, critical thinking, health and treatment, good leadership, awareness of other regions, systematic administration, internal conflicts, critical thinking, gender equality and altruistic qualities in the chapter.

Analysis of the chapter from peace perspective reveals the following points.

1. Think critically and make inference
2. Advances in cures for illnesses
3. Expansion of territories
4. Women in leadership positions
5. Courage and power
6. Student centric activities

Chapter – 5: Location and Time

This Geography chapter deals with longitudes and latitudes, the imaginary lines made by scholars for understanding the place and time on the surface of the earth. It prepares students for gaining a global perspective and will get to know about the places far away from their own.

This chapter has description of the concept of longitude and latitude. The children can learn interesting facts about latitude and longitude here. The latitude passing in Pacific Ocean is not straight. *'It is not exactly 180° at all places since the line crisscrosses across several time zones. This is because if it is drawn straight, then the line has to pass through many islands and due to this they might have two days and two dates on the same island. This might create confusion. Therefore, the line, when it passes over land, is shifted towards water bodies and so it is not straight but zigzag'* (Page-24). Some practical experiences are suggested like *'Using the internet, you can get information about the latitude and longitude of your village or city by simply clicking on the 'My Location' option in your phone'* (Page-23). *'With the help of a mobile phone find the names of cities in various countries which are ahead or behind the Greenwich Line'* (Page-27). This chapter does not have much scope in the transaction of peace value. This chapter is more factual in nature. It gives a general understanding about the world as a whole. The concept of time location is important to a child. This basic knowledge shall lay the foundation for further understanding about the world. There are peace aspects like Critical thinking, practical experiences, global view, national context in this chapter. The practical experiment of the chapter is student centric and improves the psychomotor skills of students. Analysis of the chapter from peace perspective reveals the following points.

1. Global topography awareness
2. Practical tasks

Chapter – 6: Administrative System and Architecture During the Medieval Age

The History chapter continues from earlier units on Rajput rule. After the 7th century there were only smaller kingdoms but administrative practices were same. *‘India was divided into big and small states and the extent of each kingdom depended on the King’s military prowess’ (Page-29). ‘...though different dynasties came to power, there was little change in the administrative system’ (Page-29).*

There was prevalence of monarchy but the rulers built big temples, palaces and lakes which are popular places of visits even now. There were instances which talks about the way the kings were chosen. *‘Though kingship was hereditary, it was not compulsory that the eldest son would always automatically become the next king’ (Page-29). ‘In some cases, even people and ministers elected or selected their king’ (Page-29).* In villages it was the heads of villages who meted out justice and maintained the law and order of the place. *‘(Mukhi or Sarpanch) was responsible for protecting and delivering justice to the villagers’. ‘The elders of the panchayat provide guidelines to the people’ (Page-30).* There was importance given to education and kings patronized educational institutions. *‘Scholars and education received great patronage from kings’ (Page-30). ‘A Grammar book ‘Siddhem Shabdhanushashan’.... was considered so important that it was placed on an elephant during a procession in Patan’ (Page-30).* Places of architectural wonder were constructed because of deep knowledge about how to build large monuments or temples. *‘The Rajput kings were fond of constructing grand and artistic buildings. The architecture and sculpture of that time is evident from the temple, forts, palaces, lakes etc.’ (Page-31).* Religious unity was also given importance *‘The Ellora caves of the Deccan have caves representing three religions - Hinduism, Buddhism and Jainism’ (Page-31).* There are descriptions of how women participated in wars and won them. *‘He (Shah-bud-din Ghori) could not forget his defeat by Queen Naikadevi of Anhilwad Patan and therefore did not attack India for 12 years’ (Page-32).* It is important to note that the people prospered and built palaces and buildings are symbolic of peaceful rule in the country. There are peace aspects like Similarity in customs, local context, social and cultural awareness, just political practices, responsibility, patronage for education, patronage for art and architecture, religious equality, awareness about other regions, wealth and prosperity, defend one’s land, women warriors, undemocratic

behaviours and critical thinking in the chapter. The activity of making an album is student centric to know about the many architectural wonders in India.

Analysis of the chapter from peace perspective reveals the following points.

1. Time tested administrative practices
2. Ways of choosing one's leader
3. Community participation in meting justice
4. Patronage to education
5. Expertise in building huge monuments
6. Women in leadership

Chapter – 7: India: Location, Border, Area and Physiography

This important Geography chapter deals with the physiography of India. It describes the five major physical features of the land and the different states in it.

'On the basis of variations in the landforms, India can be divided into following five physiographic divisions' (Page-36). Knowing about one's own country is of paramount importance. *'India is considered as the seventh largest country in the world in terms of land area. India tapers towards the north and the south and is relatively broader in the center. There are 29 states and 7 Union territories, including New Delhi, the capital of India' (Page-35).* Unless its citizens are well versed about the physical diversity, they may not be in a position to understand its regional and cultural diversity. As future citizens of this country the children need to be oriented about the land and water resources of the country. *'Chennai, Puducherry, Machhalipattanam and Vishakhapattanam (Vizag) are the well-known ports located on the eastern coastal plain' (Page-39).* There have been many conflicts between the states in connection to sharing of water resources and it required centre's intervention. Making proper judgments can happen if overall awareness of the country is present in the individual. *'Hence it (desert of Rajasthan) faces water shortage and remains dry, barren and uninhabited. Due to the scarcity of water and unavailability of basic necessities, the population of this region is very less' (Page-39).* There are peace themes like connect with previous knowledge, practical experiences, awareness about the nation, prosperous trading places, awareness about other regions, sharing of water resources and critical thinking in this chapter. The question inserted in between the chapter tests the knowledge and gives practical experiences to students and student centric in nature. *'Mention the names of the states through which the Tropic of Cancer passes'*

(Page-36). *'Collect information, along with pictures, from the library or Internet about any one state of India' (Page-40).*

Analysis of the chapter from peace perspective reveals the following points.

1. Awareness about one's own country
2. Better understanding of diversity
3. Building infrastructure
4. Sharing resources (water from rivers)
5. Thoughtful questions

Chapter – 8: Delhi During the Medieval Period

The chapter deals with the period of time when India was under the Mughal rule. There have been many invasions in the northern part of the country. The Mughal rule was established by Babar. It lasted for 200 years.

For ruling a country, we need wise and able rulers. Some were strong and brought in stability. *'Though he (slave of sultan Ghori) faced many difficulties in establishing his power in India, he managed to provide a stable administration' (Page-41).* At the death of good rulers, the country suffers. There is lack of peace and unity and people suffer. It gives the lesson that to bring in peace in society we need good leaders (It could be a man or woman) and good laws. *'...there was Queen Didda who once ruled over Kashmir. She was affectionately called 'Didi' by her subjects' (Page-42).* There are instances in history which can give valuable lessons on how a region has to be ruled. There are actions that create instability and actions that provoke public dissent and rebellion. *The reign of the Tughlaq Dynasty also witnessed the invasion and plunder of Delhi by Timur (Page-44). Though Sikander Lodi had the qualities of a good ruler, he lacked religious tolerance (Page-44).* It provides the lesson that both men and women are equally capable of running a country. Razia Sultan is illustrative of it. *'Raziya was the first female ruler (Sultana) to rule over Delhi. Raziya was an efficient ruler. She used to dress as a male when she was in the court. According to a historian of that time Minhas-e-Siraj, "Raziya was a more capable and efficient ruler than her brothers. However, being a woman, she was not accepted as a ruler"' (Page-41).* In south Krishnadevraya ruled well and made many facilities for his people. *'Krishnadevaraya was a powerful ruler of this dynasty. Krishnadevraya's rule flourished in South India. He had good relations with the Europeans and was a lover of art and literature. He constructed canals in South India with the help of an engineer called Yomke. Foreign travelers*

who visited Vijaynagar have appreciated its grandeur’ (Page-43). There are other peace concepts here like stable administration, patronage for creativity, women leaders, equality, critical thinking, unwise decisions, awareness about other regions, responsibility, wars and battles, religious intolerance and ill treatment. The question posed in between the textual content shall help students to think critically on concepts like gender equality and satisfying the basic human needs. *‘Position of men and women is equal in society. Then, why was Raziya Sultan not accepted as a ruler?’* (Page-41). *‘Do you think it is necessary to control the prices of basic commodities?’* (Page-42).

Analysis of the chapter from peace perspective reveals the following points.

1. Importance of able rulers
2. Gender equality
3. Going against public interest
4. Women leaders
5. Keeping in mind public welfare
6. Thoughtful questions for students

Chapter – 9: Administration of the State

This chapter gives an overview of the kind of government we have. There is description of various duties and responsibilities of the government. Wise decisions in election of leaders can be taken only if we have understanding of the structure and levels of government. It is the citizen who makes decision on who would be his chosen representative at the centre of power. They have the right to put forward their demands to the chosen leaders. *‘How do people put forward their questions and ideas to the government? How do they ask for the fulfillment of their demands’* (Page-45)? Awareness about how the country is run is essential for every citizen. *‘After elections, the Governor appoints the Chief Minister and the Council of Ministers who will be collectively responsible for the administration of the state and the functioning of the various ministries’* (Page-47). *‘The Governor ensures that the state government functions according to the Constitution’* (Page-47). *‘The functions of the chief minister are Supervising the work of every minister and guiding them, informing the Governor about decisions taken by the Council of Ministers....’* (Page-48). Peace can be established in a place if everyone right from center to the individual performs his duty well. *‘The work to be done is divided between the State and the Central government’* (Page-48). The central government takes care of certain sectors of

administration. *'The subjects handed over to the Union government are included in the Union list. There is a list of 97 subjects - Census - Relations with foreign countries - Defense - Finance and Banking - Election - Formation of Law for citizens - Railway - Telegraph - Post - Insurance service - Sea, Air Road/Rail Route - Nuclear power, etc. are included'* (Page-49). There are sectors whose responsibility lies with the concerned states. *'The subjects related to the state are enlisted in the State list. There are 66 of them. The state government makes the laws with help of the Legislative Assembly and executives of the cabinet. The list includes - health - Agriculture - Forest - Local Self-government'* (Page-49). The bifurcation of administration between center and state is helpful in better administration. *'The Union and the State Governments both can form laws for it. There are 47 subjects. - Prevention of crime - Revenue or Tax - Divorce - Literacy - Industry - Employment - Electricity, etc. are included in this list'* (Page-49). *'For example, the work of the Gujarat State government is limited to its boundary whereas the Central government takes care of the entire nation'* (Page-49). This chapter fulfills the requirement of disseminating the knowledge of administration to youngsters, so that they can make informed choices in future. *'While taking a decision about anything, it is necessary to take the permission of the MLAs. In a democracy, the MLAs can question the Chief Minister and the other Ministers and discuss about important matters'* (Page-50). There are peace elements like Critical thinking, responsibility of leaders, peoples' voice, responsibility, sharing of responsibility and able administration in this chapter. The tasks, questions are student centric and shall enhance their critical thinking. *'If you become an MLA, what different types of work would you do?'* (Page-50).

Analysis of the chapter from peace perspective reveals the following points.

1. Rights of citizens
2. Knowledge about the election process
3. Sharing of responsibility
4. Knowledge about administration
5. Critical thinking

4.3.11. Social Science Textbook of Standard-VII - Semester 2

Chapter – 1: Medieval Gujarat

This chapter in History deals about Gujarat in the medieval age. It is dealing with the kings who ruled here and made the kingdom prosperous.

There is lesson for upholding the value of friendship and reciprocating the friendship. *'It is believed that his (Vanraj Chavda's) friend, Anhil, assisted him in acquiring the kingdom and hence the territory was named 'Anhilwad Patan' after him' (Page-2)*. The kings who came after him also gave importance to education and respected learned people. *'During his (Siddhraj Jaysigh's) reign, Anhilwad Patan, became the main centre of education and was known as 'Vidya Dham'. On his proposal, Shri. Hemchandraacharya wrote a book on Grammar, 'Siddhem Shabdanushasan'. After its completion, the book was placed on the seat tied onto an elephant and the procession was carried throughout the city' (Page-2)*. *'It was the first time that a literary text was given such enormous respect' (Page-2)*. During the medieval times, Anilwad Patan was a time of peace and prosperity. Under the rule of Kumarpal the prosperity of Gujarat reached its apex. *'At this time, the amalgamation of non-violence (Ahimsa), prosperity (Lakshmi) and education (Saraswati) was noticed in Anhilwad Patan' (Page-2)*. The queens of that period were also interested in welfare of the country. They fought wars, they built wells or other useful structures. *'Anhilwad Patan had not only dynamic kings and academicians but the queens were also equally dynamic' (Page-3)*. *'In fact, queen Udaymati built a step well for the welfare of her subjects..... This step well consisting of seven levels is an unparalleled example of art and architecture (Page-3)*. *'Queen Minaldevi, King Siddhraj Jaisinh's mother, was much concerned about the welfare of the subjects and waived the pilgrim tax' (Page-3)*. *'After the death of King Ajaypal, his son being too young, Queen Naikidevi, his mother, took over the responsibility of the kingdom. During this time, Shahbuddin Ghori crossed the desert and attacked Gujarat. Queen Naikidevi, exhibited enormous courage, tied her infant son to herself, led the army of Gujarat into the battle and successfully defeated Shahbuddin Ghori'(Page-3)*. The activities in the chapter enable the students to think critically and relate the content to their experiences. *'Make a list of cities / villages whose original names have been altered to form 'new' names in current times'(Page-3)*. *'If, during your picnic / tour, you happen to visit any ancient temple, what will your reaction about the temples be? Make a list of things observed and gather information about them' (Page-5)*.

Analysis of the chapter from peace perspective reveals the following points.

1. Obligations of friends
2. Importance to education
3. Times of peace and prosperity

4. Contributions of women rulers
5. Critical thinking

Chapter – 2: India: Climate and Natural Resources

This chapter in Geography explains the climate and natural resources of India. There is factual information about the climatic conditions, and the crops grown over here.

There is scope for discussing about environmental protection – an important element of peace education. Students can become aware of the vast natural diversity of the country. *'Due to the vast natural diversities, the climatic conditions differ from region to region'* (Page-6). The effects of nature are reflected in the lifestyle of people. *'People in northern India use woolen garments to protect themselves from extreme cold while people of south India prefer cotton clothes to protect themselves from heat'* (Page-8). *'Wheat is the staple food of the people of the coastal areas of Gujarat while rice and fish form the staple diet of the people of Tamil Nadu, Kerala and West Bengal'* (Page-8). The ideas related to conservation of environment are detailed here. *'Cutting down of trees is forbidden. Severe punishment will be given to those who cut trees illegally. Trees should be grown on wasteland and people should be motivated towards afforestation. Sources of energy like solar energy, biogas, wind energy and other renewable sources of energy should be used more. People should be alert and made aware about afforestation and necessary help should be provided. More Forest Research Institutions should be established to develop the forests scientifically. An environment should be created that compels every Indian to work with responsibility towards the protection of forests'* (Page-13). There are measures expressed to protect the environment. *'Polluted and poisonous water released from industries are rapidly polluting the underground water. This is posing a tremendous danger for all life forms as well as the environment'* (Page-16). *'Similarly, measures must be taken to protect forests from forest fires and minimize loss of life and property'* (Page-16). *'Alternative means to conserve and preserve minerals must be found. Motivation should be provided to reuse minerals repeatedly. Continuous deforestation has endangered many species of wild animals'* (Page-16). *'Citizens must be aware of the importance of wild animals. Correct information about the environment, forests, flora and fauna should be provided to people. Sanctuaries and National Parks should be developed. People should be made aware of wild life through Nature Education Camp'* (Page-16). Peace concepts in the chapter include natural

diversity, connect with national context, effects of nature, resources, water storage, mineral resources, forest wealth, environmental conservation, wild life, measures to protect environment. Analysis of the chapter from peace perspective reveals the following points.

1. Interdependence with nature
2. Ways to ensure conservation of environment
3. Measures to protect environment
4. Safeguarding forest wealth
5. Conducting camps on environmental awareness

Chapter – 3: Courts and Their Importance

This chapter in Civics is about judiciary system of our country. There are three level to judiciary –local courts, high courts and supreme court.

The idea of justice to everyone is an ideal of the democratic countries. *‘Our country is a democratic country. The judiciary of our country is independent and unbiased’ (Page-21)*. There is chance for persons to appeal to higher courts if he is not satisfied with the verdicts. *‘Anyone has the right to appeal in the High Court for public welfare’ (Page-23)*. *‘Hence, if a person doesn’t get justice from the District Court, he / she can appeal in the High Court’ (Page-23)*. There is an instance which talks about how antisocial elements create fear among common people. *‘He (Jugnu) was tried in court, but the lady lost the case as no one dared to speak against Jugnu. However, if people had stood witness against Jugnu (a local gunda), without fear, what verdict would have been passed?’(Page-24)*. Students are encouraged to speak against injustice. The students are also to think about the symbols of justice. *‘Why is the scale in the hand of the idol balanced? Why is the Goddess of justice blindfolded? Why does she not give a wrong verdict?’ (Page-21)*. Peace concepts in the chapter are justice for everyone, fair and unbiased judiciary, appeal for justice at higher levels, just punishments, responsibility of high courts and speak against injustice

Analysis of the chapter from peace perspective reveals the following points.

1. Democracy
2. Justice for all
3. Challenges from anti-social elements
4. Fight against injustice

Chapter – 4: Mughal Empire: Establishment and Extension

In the 16th century the northern part of India came under the rule of Mughals. With the arrival of Babur from Kabul, Afghanistan, the Mughal empire became established in India.

Historical events deal with warfare and shows that the more powerful army wins in warfare. *'Ibrahim Lodi was defeated by Babur's well-equipped army (which had canons) in the battle of Panipat. This brought an end to the Sultanate Age and the establishment of the Mughal Rule' (Page-28).* The intense strife and struggle in the period of time when the king has to face enmity from own siblings can be taken up for discussing about the effort one needs to maintain peace and harmony. *'Humayun was defeated twice by Shershah and he had to escape for 15 years in order to save his life. During that time, Akbar was born in the palace of the King of Amarkot' (Page-29).* There are instances where loyalty and faithfulness towards their master is described. They are worthy qualities in a human being. *'Akbar was just 13 years old when his father Humayun passed away. Akbar was very young and so, Bairam Khan, a faithful minister of Humayun, brought him up as a guardian and took care of the administration on Akbar's behalf' (Page-30).* Akbar had many qualities of a good ruler. He maintained relationship with Rajputs of western India. *'.....he maintained good relations with the Rajput rulers and won their confidence. The rulers who did not accept his authority, had to face him. The rulers of Sisodiya Rajputs did not accept his rule and had many confrontations with him' (Page-31).* He was considered as a benevolent ruler who was tolerant of other religions. *'Akbar was considered to be the most tolerant and benevolent King among all the Mughal rulers. He regularly organized religious meets in the prayer hall at Sikri. It was also called discussion hall as religious matters were discussed there. Representatives from all religions attended the meeting' (Page-32).* The administration of the land was efficient. Shershah who ruled the country after Akbar brought many reforms. *'(Shershah) introduced many reforms during this short span and is therefore better known as a reformer than a warrior' (Page-33).* Many reforms included removal of toll booths, construction of roads, rest houses and so on. These had positive impact on the life of common men. *'He removed the toll booths so that there could be free transportation of goods. He constructed roads to increase trade and for the convenience of pedestrians among which the famous roads were constructed between 1) Agra and Barhanpur 2) Agra and Marwar 3) Lahore and Multan He also planted trees on both the sides of road and constructed rest houses. He had set up mint houses to mint silver coins uniform in weight. He was very strict about the discipline of the army and had therefore strictly ordered the army not to harass the villagers or destroy*

crops while marching. During his reign, Kotwals were responsible for arresting criminals' (Page-33). Peace concepts in the chapter are fall and rise of empires, victory and defeat in battles, loyalty and faithfulness, maintain good relationship, fight between siblings for power, critical thinking, good administration, religious tolerance, patronage for education, reforms in trade, war and martyrdom and indomitable spirit

Analysis of the chapter from peace perspective reveals the following points.

1. Warfare and power
2. Enmity from siblings
3. Loyalty and faithfulness
4. Good qualities of leaders
5. Religious tolerance
6. Reforms for welfare of public

Chapter – 5: India: Agriculture, Industry and Transportation

This chapter in Geography is about the various crops that are grown in India and also about the industry and transportation available in the country.

It makes a reference to the progress the country has achieved in the areas of agriculture and industry. The factual information related to the types of crops and where they are grown is given in detail. Farmers work hard in the fields and produce the basic food grains for which we should be thankful. Without their produce people will go hungry. *'The prosperity of the country is based on the development of agriculture' (Page-36). 'Agriculture has progressed by leaps and bounds after independence' (Page-36). The farmer's livelihood depends on rainfall which is uncertain. Judicious use of water through irrigation can help increase the output of crops. 'Monsoon in India is irregular and uncertain. Most of the states' experience scanty rainfall for a short period of time. Due to uncertain rainfall, more than one crop is rarely grown on an entire portion of land. Hence, to increase agricultural production, irrigation is necessary' (Page-40). In terms of industry too India has achieved much. The areas of growth can be found in paper industry, cotton industry, woolen industry, cement industry, iron–steel industry, jute industry and petro-chemical industry. The transportation of different kinds has also been developed. Roadways, railways, airways and waterways provide service to the countrymen. 'Roads and transportation are not only used by man to transport goods from one place to another, but also to bring the people nearer to each other' (Page-43). They help in connecting with each other build the unity of the*

nation. *'It helps in promoting the unity of a nation' (Page-43)*. Peace concepts in the chapter are agricultural livelihood, resources and prosperity, bringing people together, unity of the nation and trade and prosperity.

Analysis of the chapter from peace perspective reveals the following points.

1. Fulfilling basic needs of people
2. Judicious use of resources
3. Services for fulfilling needs
4. Means of uniting people

Chapter – 6: Mughal Empire: Golden Age and Downfall

The chapter deals with the Mughal rule in India. It is in continuation from the earlier chapter (Chapter no 4) which dealt with Akbar's rule. *'After the death of Akbar, the most powerful and influential ruler of the Mughal dynasty, Jahangir ascended the throne of Delhi' (Page-49)*. *'The Mughal kingdom was extended far and wide during his period. There was peace in the state' (Page-49)*.

Historical instances provide opportunity to reflect on the wars that happened. Rulers wanted to win territories and enlarge their empire. *'Aurangzeb also fought against the Shia states of Bijapur and Golkonda in the South for 25 years. In Maharashtra, Shivaji established the Maratha kingdom in South India and had constant conflicts with Aurangzeb' (Page-50)*. The rulers tried to bring in peace and stability in their empire. Agriculture was given importance, trade flourished, festivals were celebrated. *'Shah Jahan gave primary importance to agriculture and continued with Akbar's land revenue system. He appointed honest and hardworking officers' (Page-50)*. *'During this time, Gujarati traders conducted business on a large scale and large volume of goods were imported and exported from the ports of Gujarat. (Page-51)*. *'Festivals were celebrated with a lot of pomp and grandeur. During Jahangir's reign, Dusshera was celebrated in a grand manner' (Page-51)*. *'Shah Jahan built many renowned monuments and is known as the 'Constructor of Palaces.'* He also patronized many artists and so encouraged art' (Page-51). *'Villages were self-reliant at that time. Villagers themselves produced most of the goods that they required' (Page-51)*. There was good administrative system and common people lived peacefully. Two French travelers wrote about the life during that time. *'They have described the state administrative system and the common life of the people in their*

travelogues' (Page-52). Although powerful in North, the Mughals were not successful in defeating the Rajputs and Maratha rulers. *'Aurangzeb was unsuccessful in dealing with their strategy of launching surprise attacks and had to ultimately reconcile with the Rajputs'* (Page-52). Religious intolerance and waging continuous wars were responsible for Aurangzeb's decline. *'Aurangzeb's narrow-minded policies were responsible for the end of the Mughal Empire. The Mughal Empire, which was established in 1526 C.E., started declining from 1707 C.E.'* (Page-53). Peace concepts in the chapter are powerful rulers, prosperity and agriculture, conflicts between states, connect with local context, joyful festivals, protecting state's wealth, patronage to art and architecture, Indian products, self-reliance, patronage for literature, testimony of travelogues, flawed policies, fights and reconciliation, brave warriors, faithful friends and able administration.

Analysis of the chapter from peace perspective reveals the following points.

1. Wars and expansion of empires
2. Focusing on economic activities
3. Self-reliant and self-contained villages
4. Role of administration in bringing peace
5. Negative effects of religious intolerance

Chapter – 7: Consumer in The Market

There are certain rights given to the public in terms of the products they purchase from markets.

Fair practices and grievance redressal mark the just system that underlies the market economy. *'As a consumer, we ought to get good quality products and not suffer a loss. For this, the government has sanctioned particular symbols or marks for different products tested by them. Agmark symbol used for agriculture products, ISI symbol used for household products, Woolmark symbol is used for woollen products, BIS hall mark is used for silver-gold ornaments'* (Page-56). These quality indicators are meant to help the common public from getting cheated by sub-standard products. One should spread awareness about consumer goods so that common people don't get poor grade products. *'Jaago Grahak Jaago'. What does the word Jaago mean?'* (Page-57). The government took an important step in bringing in transparency in trade as well as other activities. *'In October 2005, the Indian government passed a law known as RTI (Right to Information). It gives us the right to know about the functioning of various departments in the*

government office' (Page-57). The shopkeeper and the consumer have to be responsible for the products sold and purchased. The consumers/common people have to demand for good products and not keep quiet when given poor quality products. *'A shopkeeper should not be irresponsible towards the needs of a consumer'* (Page-58). *'Do you ever look for the ISI mark or any other symbol or expiry date? If a product's expiry date is nearing or there is just one month left, do you ever ask for the latest packed product?'* (Page-60). Peace concepts in the chapter are on rights of people, spread awareness, transparency of administration, and responsible behavior.

Analysis of the chapter from peace perspective reveals the following points.

1. Fair practices in markets
2. Awareness about Standard products
3. Transparency in trade
4. Responsibility of sellers and buyers

Chapter – 8: Medieval Architecture

This chapter on History introduces the child to medieval architecture in India. A better understanding about the creative spirit of the people who lived at that time can be understood from this chapter.

It takes sustained and huge efforts to create such wonderful pieces of monuments. They were constructed to bring happiness to people. *'Financially sound people constructed different structures to achieve fame, for their contentment, welfare of the society, and for faith, so that others could utilize them and seek pleasure'* (Page-61). There is statement on the reason for doing such activities. *'All activities of man are usually done to gain happiness along with earning an income'* (Page-61). The students reading the textbook are natives of Gujarat or they have migrated here. The content gives awareness about the local history to them. *'It (Somnath) was one of the most ancient, prosperous and important pilgrimage centres of Shaivism'* (Page-61). *'The Sun temple (at Modhera) has a unique architectural design. Constructed on a high plinth, the temple comprises of three separate and integrated elements'* (Page-62). *'With innumerable stone steps and 108 miniature shrines chiseled between these steps, it (Surya Kund) is a sight to be captured and treasured'* (Page-62). It took many years' effort to complete the shrines and temples. *'Rudhra Mahalaya was constructed by Muraj Solanki and then completed by Shri Siddhraj Jaysigh....'* (Page-62). The Jain temples and mosques were also wonderfully constructed. *'The Palitana Temples, constructed in marble and white stone, are considered to be*

one of the most sacred pilgrimage centres by the Jains' (Page-63). 'The monuments of the Sultanate age were decorated with geometrical and floral designs besides some Indian motifs like the lotus and the bell. (Page-64). A five-storied building, the minar is made of red sandstone and covered with intricate carvings and verses from the Quran. It is the tallest tower of its kind in India' (Page-64). They are the pride of the states. As in North, there were many temples built in south India also. 'The Bruhadeshwar or the Rajarajeshwara temple, called the Big Temple, is dedicated to Lord Shiva. It was built by the great Chola King-I in Tanjore' (Page-64). Other than temples there were monuments built for other reasons like commemorating victory, fortified palace, tomb for the dead. 'Akbar built the Buland Darwaza, as a 'victory arch', to commemorate his successful Gujarat campaign' (Page-65). 'The Red Fort was built as the fortified family palace of Shahjahanabad, capital of the Mughal Emperor Shah Jahan' (Page-65) 'Taj Mahal is regarded as the finest example of Mughal architecture and is considered as one of the Seven Wonders of the World. The Taj Mahal is widely recognized as 'The jewel of Muslim art' in India and one of the universally admired masterpieces of the world's heritage' (Page-66). The chapter makes a reference that one should be thankful to the kings and rulers who inspired their subjects to exhibit their creative excellence in such ways. Peace concepts in the chapter are about purposeful activity, connect with local context, Indian architectural heritage and thirst for excellence.

Analysis of the chapter from peace perspective reveals the following points.

1. Activities that promote happiness
2. Awareness about local places
3. Sustained efforts in building monuments
4. Religions and their places of worship
5. Places of worship in different parts of India

Chapter – 9: India: Social Life

This chapter in Civics is about the social life of India. In terms of peace perspective this chapter is important as it talks about unity in diversity. It is said that there is no other place like India in terms of diversity. 'It is a country of bewilderingly great diversity. Nowhere on Earth does humanity present itself in such a dizzying, creative burst of cultures and religions, races and tongues' (Page-68).

It stresses the idea that difference need not create insecurity and instability. If one learns to live with diversity by giving respect and being tolerant of views divergent from ours there can be harmony in the land. *'In this country there are people who belong to opposite schools of thought, yet it is this diversity that binds one Indian with another and the concept of one basic culture and one nation has continued to thrive even today'* (Page-68). The students are introduced to the variation in the social life in the four regions of India – west, north, south and east. There is description of dance forms, food, language, dressing style etc....**Social Life of Western India:** *'People speak Gujarati, Marathi, Konkani, Rajasthani and Hindi (Page-69). The 'Ras' and 'Garba' of Gujarat are very popular all over the world'* (Page-69). **Social Life of the people of North India:** *'The form of clothing is designed to counter the cold climate of the region (Page-70). The Dal Lake in Jammu and Kashmir is well-known for its famed house boats, known as 'Shikaras'. 'Bhangda', the folk dance of Punjab is lively and liked by all'* (Page-71). *'While the Punjabis are lively and cheerful, the Kashmiris are quiet and poised'* (Page-71). In the **Social Life of the people of South India**, it is mentioned that the people of South India are benefitted by a long sea coast. *'Famous for their passion for religion, tradition, customs and culture the people living in South India follow a very ritualistic lifestyle. Therefore, festivals of South India make them popular all over the globe. Onam, Pongal, Boat Races, Dussehra and Diwali are celebrated with great enthusiasm. Mohiniattam and Kathakali of Kerala, Bharatnatyam of Tamil Nadu and Kuchipudi of Andhra Pradesh are the famous dances of South India'* (Page-73). **Social Life of the people of East India:** *'Rasgulla the famous and cheese based syrupy dessert of West Bengal, is popular all over the world'* (Page-73). The ideals of secularism and freedom find expression. *'India believes in secularism and Indians have the liberty of following the religion of their choice'* (Page-74). This secularism and freedom we enjoy should not make us discard our culture *'...change is inevitable, natural and necessary. But our culture and heritage must be conserved...'* (Page-75). It is said the prestige and honor of our culture and heritage has to be preserved. Contents related to diversity of India, wealth and prosperity, basic unity, variation in social life, beauty of nature, place-wise unique products, variation in social life, liberty and secularism is found in this chapter as relayed to peace.

Analysis of the chapter from peace perspective reveals the following points.

1. Diversity of India
2. Role of tolerance and respect

3. Awareness about other places
4. Secularism and religion of one's choice
5. Preservation of culture

Chapter – 10: Public Property

This chapter in Civics is about public property. This chapter offers insights on how and why one has to take care of public property.

The various facilities have been created for use by everyone. And therefore, everyone has to take care of them. It is conveyed by the statement '*Things can be used by everyone in school and it is those people only who also need to take care of the things. Anything or place that can be used by everyone is called Public Property*' (Page-78). There will be discord if these are not allowed to be used by specific set of people. The students are asked to think about it through a set of questions. '*If nobody is allowed to use the washroom /If nobody is allowed to use water from the water tank /If students are not allowed to study*' (Page-78). Public properties are facilities that make our life easy and comfortable and they have to be considered as resources which have to be shared amongst all. '*People use government buses, other offices, air-water, public washrooms, gardens and parks which are not personal property. Since these belong to the public, we should take good care of them*' (Page-78). Similarly, in villages too there are public properties that have to be taken care of for the benefit and joy of all. '*Village school, architectural monuments, government hospitals, government offices are public property*' (Page-78). It is even said that damaging public property is a crime. '*The trees planted on the roads are public property. It is a crime to damage public property*' (Page-80). '*Government property is our common property. It is a crime to damage a bus or train to fulfill our demands. Along with using public property, we should preserve it too*' (Page-83). It indirectly deals with civic responsibility and public responsibility that are needed to sustain the stability and peace of a land. Peace concepts in the chapter are about civic responsibility, critical thinking and sharing of resources.

Analysis of the chapter from peace perspective reveals the following points.

1. Responsibility towards public property
2. Inequality in accessing facilities
3. Sharing of resources
4. Sharing of resources in villages

5. Protecting public property
6. Sense of responsibility
7. Rights of a citizen

Chapter – 11: Devotion Towards the Almighty

This chapter in History is about the reformation that occurred in the religious practices of the people across the country.

There were many saints who were spreading awareness about the true messages found in religious books. The situation was that many superstitions became widespread instead of true faith. *'Religion became superficial. Idol worship had become widespread. Though people believed in and respected religious books like the Vedas, Puranas etc., they were ignorant about the main philosophies they propagated'* (Page 86). *'A few superstitions also became widely spread among the people. True faith had lessened'* (Page-86). The service rendered by a few significant saints towards changing people's beliefs and attitudes is presented in this chapter. They tried to remove the ignorance of common people through discourses and preaching from religious books. *'All religions felt the need to spread awareness to remove ignorance. For this, the saints started a different religious revolution in religion, culture etc.'* (Page-87). They stressed all religions had certain common religious beliefs like importance of charity, benevolence, equality of mankind, one omniscient God. The saints spread the idea of equality and brotherhood. *'This (Vallabhacharya's) religion could be followed by anybody without any distinction of caste, colour or creed. Thus, Vallabhacharya's importance and contribution in the Bhakti movement is immense'* (Page-87). *'Chaitanya Mahaprabhu.....propagated this sect without any distinction on the basis of caste, colour and creed in such a way that it created integration and brotherhood among the people'* (Page-87). Narsinh Metha believed *"Pakal Pakshi Tyan Nahi Parmeshwar, Samdrashti ne Sarva Samaan."* i.e., where there is equality, there is God' (Page-88). *'He (Guru Nanak) believed - Man is first a human being and then a person of a particular caste. There is only one God and everyone is equal for Him. He is omnipotent, omnipresent and omniscient; He is the Guru and the real 'Saheb' (Page-87). Those wishing to spread peace in the world think in terms of equality, religious teachers too have faith in this idea of equality. 'He (Guru Nanak) also believed that more than merely chanting His name, it is important to treat/ consider everyone equal and only then does it become actual religion' (Page-88). Belief in one god was also a tenet for these religious teachers. 'According to*

him (Kabir) there is only one Supreme being, who is known by different names like Saheb, Allah, Khuda, Ram, Rahim, Govind, Brahma etc.' (Page-89). 'Kabir was not only a great inspirer, motivator or propagator of the Bhakti movement of the medieval period but also a founder of cultural integration. That was why he could start a new age' (Page-89). The new meaning to humanism was given by these saints. 'All these saints opposed rites and rituals, superficial piousness and caste distinction. They also believed that a person can worship God without renouncing the world. One must help the needy and serve them as real devotion is to solve the problems of the needy' (Page-90). That attitude is needed to create a peaceful society. Respect for religion, common religious views, means for self realization, universal brotherhood, humanity and godliness and universal brotherhood are some important concepts here.

Analysis of the chapter from peace perspective reveals the following points.

1. Religion and true faith
2. Removing ignorance of people
3. Equality and brotherhood
4. Faith in equality
5. True meaning of humanism
6. Belief in one God
7. All saints have the same view about religion and wellbeing of people

Chapter – 12: Continents: North and South America and Europe

This chapter in Geography is about three main continents of North America, South America and Europe.

There is factual information about the geographical features of different countries. It deals with the mountains, plains, forests, lakes, and rivers in these countries. Introduction to the climate vegetation and wild life in these continents are explained in this chapter. There is mention of the lakes that were formed like. 'When the last ice age ended about four thousand years ago, the glaciers melted and formed North America's five Great Lakes. Lakes Superior, Michigan, Huron, Erie, and Ontario make up the Great Lakes system. The Great Lakes contain one fifth of the world's fresh surface water, making them the largest system of freshwater on earth' (Page-92). 'Canada has multiple ecosystems, ranging from lush forests of British Columbia, the prairies of Western Canada, to the tundra of the Northern Canada' (Page-94). There was agricultural revolution and industries flourished too. '..... Agriculture Revolution,

due to which cotton, corn and wheat are produced in abundance. The mineral deposits of iron, coal and mineral oil has assisted in the development of industries' (Page-95). The students can get to know the natural diversity in these continents. 'The Amazon Rainforest is an incredibly diverse ecosystem that is home to new species of plants, animals, insects, and birds that are discovered every day e.g. Anaconda - this large snake is found here' (Page-99). The European countries of Russia, England, Germany, France are described here 'The European continent is divided into two parts - east and west due to its physiography' (Page-100). Some important concepts include connect with the child, introduction to new culture, global environmental changes, different cultures, multiple ecosystem, natural resources, main human occupation, unique eco systems and connect with local context.

Analysis of the chapter from peace perspective reveals the following points.

1. Global awareness
2. Importance of agriculture and industry
3. Natural diversity

4.3.12. Overview of Standard-VII Social Science Textbook

On examination of the content we could find how the content was structured. The nodal concepts in the textbooks are again historical, geographical and political aspects of Social Science. There are discussions on normative judgments and peace criteria in a few chapters.

The chapters on 'Government' (page-13) and 'Administration of the state' (page-45) have the scope for inculcating democratic values like **equality** and engaging with ideas of **freedom**. It is mentioned that 'Even though the government may work lawfully, in case citizens feel that laws are not being executed properly, they have the right to raise their voice or even go to court' (Government -page15). The value of **justice** for every citizen would be understood from this. The discourses on 'Courts' (page-20) and their importance have the scope of increasing knowledge on **justice** and **equality**. This would lead to understanding about how **justice** and fair practices contribute towards peace in the country. And why they should be the guiding principles in personal life too, as all of us wish for a peaceful society.

Macro issues of protecting 'Public property' (page-77) would help them relate to importance each individual's **responsibility** towards safe guarding them. Markets and the 'Consumer in the market' (page-55) too have **responsibility** of consuming safe and sound goods.

The matter of **justice** comes into play when people need to raise their voice or seek help of consumer courts in rectifying the wrongs.

The chapter on 'India: social life' (page-68) deals with ideal of '**unity** in diversity'. It introduces the student to the possibility of living together – not just **tolerating** others but in joyful celebration in one another's differences. There is scope for enhancing peace only by displaying **equality** to fellow beings.

An entire chapter on India's famous saints and preachers (page-86) and their teaching on **non violence, tolerance, and equality** have guided millions of people throughout history. '*He (Raidas) treated everyone equally. He considered fighting, in the name of religion, futile and meaningless*' (Devotion towards the Almighty -page-89). The students can emulate the values held relevant for peace amongst people.

The textbooks articulate on matters of geographical importance like location, climate, natural resources and industries. The content on 'Physiography of India' (page-34) and other 'Continents' (page91) let students be aware of the totality of **environment**.

4.3.13. English Textbook of Standard-VIII - Semester 1

Unit – 1: Landscapes

This chapter is on art work and artistic achievements. There is discussion on beauty of nature and it shall help students to appreciate nature and protect it from pollution and misusing them. There is mention of a Gujarati painter and how he captures nature in his paintings. '*Kanu Patel draws a vivid picture of this element from a gentle mountain pond to a raging waterfall*' (Page-2). The chapter continues with a poem on water and the multiple forms of water. '*Water Dance*' is a poetic introduction to one of nature's most basic elements 'water' (Page-2). The water cycle that student study in Science can be integrated with this language context. '*Ever since the world began, I have been moving in an endless circle*' (Page-3). '*I am the rainbow. I am one thing. I am many things. I am water. This is my dance through our world*' (Page-5). Similarly, the bounty of nature and the natural surrounding is brought forward. '*Our country is blessed with varied landscapes. India has mountains, valleys, waterfalls, deserts, rivers, and lakes*' (Page-8). Values related to peace are nurtured in this content.

Analysis of the chapter from peace perspective reveals the following points.

1. Awareness about famous people of the state

2. Importance of water
3. Bounty of nature

Unit – 2: Man’s relationship with animals

This chapter is on living creatures around us and the way we treat them. The underlying values project the idea of peace and harmony. It begins with a story of an Arab and his horse. ‘*The Arab treated him with care and kindness*’ (Page-9). There is description of violence of robbers. ‘*One day the Arab was attacked by some robbers*’ (Page-9). It can generate discussion on why good administration is required to protect us from harm. The animals are loyal to their masters. And try to save them in times of danger as the horse in this story. ‘*He (the horse) understood that his master was badly hurt. He seized his master’s belt between his teeth and brought him home*’ (Page-9). It would help children to show kindness towards animals in their surroundings. The care and loyalty are components of peaceful society. The students are asked to think critically about relationship between man and animals. ‘*How did the horse help the master? What does the incident convey about man animal relationship*’ (Page-9)? ‘*Share with the class the story of Rana Pratap’s Chetak and his loyalty*’ (Page-9). Further, there is also a story of a milkman and his horse which pulls his cart. ‘*There was something about Pierre (milkman) and Joseph (horse) which made a man smile tenderly. It was as though each drew some hidden strength from the other*’ (Page-12). Here in this story, the love for his horse is such that he too dies when he hears his horse is dead. The manager of the milkman gave him time to grieve the death of his horse. This shows the empathy the manager had for the worker. “*Take today off, Pierre,*” Jacques said. *But before Jacques could complete his sentence, Pierre was already limping down the street*’ (Page-12). The responsibility of people in higher positions is that they have to treat the workers under them with kindness and understanding. “*Of course,*” said the manager. “*He has been on this route now for thirty years and not even once, has there been a complaint against him. Tell him it is time he should rest. His salary will go on just the same*” (Page-11). The students are asked to reflect on the attitude to be shown towards animals in a report they have to prepare. ‘*How should animals be treated? Points: usefulness of animals to mankind – how they are usually treated – suffering of the animals – change in our attitude and treatment towards animals*’ (Page-20.)

Analysis of the chapter from peace perspective reveals the following points.

1. Kindness to animals

2. Think critically about relationship of man and animals
3. Empathy with the grief of others
4. Advice to show tolerance and love

Unit – 3: Friendship and duty

This chapter is on friendship and duty. The choice a person makes depend on the personal values he has. One section of the chapter has a story named “After twenty years”. It deals with the friendship between Bob and Wells (Two American boys) that began from their childhood, *‘I dined here at Big Joe Brady’s with Jimmy Wells, my best chum and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty’* (Page-23). Bob was *‘the truest, staunchest old chap in the world’* (Page-23) and he was a police officer. *‘.. the officer, with his stalwart form and slight swagger made a fine picture of a guardian of peace’* (Page-22). Doing his responsibility of being an officer he gets his own friend arrested. As he could not do it himself, he sends another officer to do the job. *“It sometimes changes a good man into a bad one. You’ve been under arrest for ten minutes, ‘Silky’ Bob. Going quietly, are you? That’s sensible”* (Page-26). There is scope for discussion on how truth prevails and unjust acts ends in misery and unhappiness. It directs the readers to think about why public servants need to be responsible about their duty. Moreover it is mentioned that the characters help us to reflect about our own values. *‘However, the characters portrayed, could well make us reflect on our values’* (Page-21).

Analysis of the chapter from peace perspective reveals the following points.

1. Considering duty above friendship
2. Crime never pays
3. Seek to improve one’s own values
4. Nature of people change

Unit – 4: At the theatre

This chapter deals with how one has to behave in public places. It is our responsibility to mind our manners and treat others with due respect. The importance of behaving rightly is explained here. *‘Rules of etiquette are important for smooth social life. We expect people to behave in certain ways. If they do not, they hurt our feelings and cause us inconvenience or disturbance’* (Page-33). Similarly, a set of undesirable behaviours are listed too. *‘Here are a few examples of annoying manners – lacking in etiquette -Talking very loudly in public places,*

Smoking in buses and train, Spitting on roads and public places, Throwing garbage anywhere, Entering somebody's premises without permission. Interrupting when two persons are talking' (Page-33). A poem too is included in this chapter which conveys the same message in a poetic and comical way. *'If you keep shouting who is it/the actors in their funny way/Have several funny things to say/But they do not amuse me more' (page-35).* There are language tasks to exhibit their talents. *'Describe in your words the play staged in your school' (Page-39).* The students are fulfilling the obligations of doing the learning tasks. *'Make a list of acts of behavior you consider to be improper and annoying' (Page-33).* *'Make a list of undesirable behavior in the classroom and school' (Page-34).*

Analysis of the chapter from peace perspective reveals the following points.

1. Having good manners and respect for others
2. Behaviors that are bad manners
3. Exhibiting ones' talents
4. Obligation towards learning tasks

Unit – 5: The tiger's claw

This chapter deals with an adventure of a station master. One day he comes face to face with a tiger that entered his office at the station. The initial activity of the chapter gives a set of fearful situations about which they think and answer their reactions. It shall check their ability to deal with uncertain and fearful situations. *'You are alone at home. You hear the door and see him (thief): _____' (Page-40).* This story interestingly presents how a common person becomes brave and offensive when faced with danger. *'I (the station master) felt very angry at the sight of it. Why should I allow the offensive to be developed all in his (tiger) own way?' (Page-45).* And he was ready to do or die, *'It was a fight to the finish between him and me' (Page-45).* Some heroic actions and presence of mind in time of difficulty is presented here. It can provide opportunity for the teacher to discuss the loss of habitat of animals and how they enter human habitation and create panic among people.

Analysis of the chapter from peace perspective reveals the following points.

1. Tasks demanding imagination
2. Inner courage
3. Presence of mind
4. Habitat loss of animals

Unit – 6: The Tarneter fair

This chapter is on cultural heritage of Gujarat. The students have to know about the state and the diversity within Gujarat also. The sense of unity can be enhanced by knowing about the food, clothes, art and crafts of people around us. *‘Gujarat too is proud of its culture. It has a vast variety of dances with its accompanying music and colourful costumes’ (Page-50)*. There is reference to Mahabharata and the stories in it. The joy of living is expressed in the form of dance. In special occasion *‘... when they burst into their dancing revelry’ (Page-50)*. The expression of joy and freedom through the dance attracts the visitors from other places too. The Tarneter fair was *‘attracting visitors and tourists from Gujarat, elsewhere in India and abroad’ (Page-51)*. The freedom to create things of beauty is desired by all humans and kings and rulers patronized such art. The creativity and uniqueness of the art work of the tribals of Tarneter is eye-catching. *‘The embroidery of each is unique and rises from the edges all the way to the top ... these men spend over a year embroidering their umbrellas’ (Page-54)*. There is no direct reference to peace elements. The chapter has language items to improve their speaking and writing skills. As in many other activities group work is suggested so that it develops cohesiveness among class members. *‘You are the secretary of a club. ... divide the class into three groups and assign one of the following ...’ (Page-61)*

Analysis of the chapter from peace perspective reveals the following points.

1. Awareness about local culture and customs
2. Creativity in everyday objects
3. Collaboration with other students

4.3.14. English Textbook of Standard-VIII - Semester 2

Unit – 1: Writing about writing

This chapter deals with learning to write correctly. One section of the chapter has reference to a story ‘Adventures of Tom Sawyer’. It has some excerpts from the original story. The protagonist of the story is a young boy who is adopted by his aunt. It is an instance that shows the responsibility of family members. They take care of children who don’t have their parents taking care of them. He feels secure under her care. *‘She (Aunt Polly) won’t hurt you. She talks about it, but talk never hurts’ (Page-1)*. Tom was not happy doing the task given by his aunt. *‘He (Tom Sawyer) wet the brush and moved it along the top board (of the fence). He did it*

again, and did it again. he sat down. He felt that he could not continue' (Page-1). He wants to go and play with his friends *'I (Tom Sawyer's friend) am going swimming, I am. Do you (Tom Sawyer) wish you could go with me? Or would you rather work' (Page-3)?* He realises that he has to do his duty but he cleverly convinces his friends to paint the fence. Another section describes the way we need to write without bias in a neutral manner. *'A neutral summary tells the ideas of the source's author without including any of the ideas or feelings of the person writing the summary' (Page-8).* The students can reflect on the innovative way adopted by Tom Sawyer to solve his dilemma. Significant values like love and affection for children, doing one's duty, serving the elders, being unbiased when conveying information could be found in this chapter.

Analysis of the chapter from peace perspective reveals the following points.

1. Responsibility of family members
2. Threats to responsibility
3. Neutrality and being unbiased

Unit – 2: Let me sum up

This chapter deals with the story of a young boy named Goldenlocks. His father imprisoned a giant and the giant was angry at being caught and imprisoned. It was unfair according to him. *'The king had no right to trap me' (Page-17).* The king was angry when he found the giant was freed by someone without knowing it was his own son. *'.... He flew into a rage and swore that he would punish the person who has stolen his key and freed the giant, no matter who it was' (Page-15).* He ordered his soldier to kill his son. This show the king was just and honest that he was to kill his own son. The values of justice can be discussed here. At the later part of the story the giant forgave the king because he was helped by Golden locks. The lessons on forgiveness and kindness can be transacted by the teacher here. Another guideline given here talks about helping other improve. *'Real writers share their writing with others and help each other improve their writing' (Page-24).*

Analysis of the chapter from peace perspective reveals the following points.

1. Taking away another's freedom
2. Sacrifices in doing one's duty
3. Value of justice and reciprocation
4. Showing right guidance to others

Unit – 3: Points of view

This chapter deals with a newspaper article which presents different points of view. There is scope for discussing the irresponsibility of public in parking their vehicles in haphazard manner. *‘Vehicles on the road were parked in a haphazard manner, blocking the flow of traffic’ (Page-28).* *“People here do not abide by the rule” (Page-28).* The discussion can be extended to irresponsibility of public servants. *‘Callous disregard for public convenience on the part of the Municipal Corporation X and the indifference on the part of traffic police is just the beginning of the problem’ (Page-28).* *‘An official said, “We’ve done our part. We passed the orders properly. It’s not our job to police the streets” (Page-28).* When there is unfair use of public space it results in discord and disagreements. *‘The MC (municipal corporation) built a parking zone for the publicbut the use of the zone is mostly limited to employees of the corporation and few nearby banks’ (Page-28).* But general public started to use it and it created problems for traffic. Some people opined that *‘It looks as if the orders were passed only to complete the official formalities and not for implementation’ (Page-28).* In the next section there is a poem which presents different point of view as well. The theme of the poem was on the views expressed by six blind men on feeling the huge body of an elephant. The lyrics of poem is as follows. *‘So oft in theological wars, the disputants, I win, rail on in utter ignorance of what each other mean, and prate about an elephant not one of them has seen’ (Page-32).* *‘And so these men of Indostan disputed loud and long, each in his opinion exceeding stiff and strong, though each was partly in the right, and all were in the wrong’ (Page-32).* The students are advised on looking at all perspectives and that everyone would be having different points of view and we need to show tolerance of others views. *‘There are so many details. I have to look at the big picture to put it all in perspective’ (Page-31).* *‘Everyone has a unique point of view’ (Page-33).* *‘Your point of view is influenced by the type of person you are and by your experiences’ (Page-33).* The variation in viewpoints is made clear. *‘The artist and the scientist usually have a different take on things, but what if the artist is a scientist? That should be interesting’ (Page-31).*

Analysis of the chapter from peace perspective reveals the following points.

1. Irresponsible behavior of public
2. Irresponsible behavior of public servant
3. Differences in points of view
4. Tolerance for others view

Unit – 4: My point of view

The chapter begins with experiences of scientist on extra-terrestrials. The content has scope for discussing on verification and establishing the truth. *‘How many people believe extra-terrestrials exist in outer space? How many people believe scientists should look for extra-terrestrials?’ (Page-45)*. There is advice given to students to think whether something is true or not. *‘The fact that someone says something doesn’t mean it’s true.... To be taken seriously, you need physical evidence that can be examined....by skeptical scientists’ (Page-50)*. It has narratives that talk about the responsibility of defense personnel. *‘Army officials asked the Indian Institute of Astrophysics, Banglore to identify the objects. “Our task was to determine whether these unidentified objects were celestial or terrestrial” astronomertold the newspaper (Page-46)*. *‘The Indian Institute of Astrophysics (IIAP) team told the Indian army how to record data about the sightings’ (Page-47)*.

Analysis of the chapter from peace perspective reveals the following points.

1. Scientific nature of facts
2. Believe after verification
3. Skepticism
4. Responsibility of defense personnel

Unit – 5: What’s the evidence?

This chapter has different sections. The first section has the poem ‘Road Not Taken’. *‘Two roads diverged in a wood, and I – I took the one less travelled by, and that has made all the difference’ (Page-54)*. Frost uses this fork in the road to represent a point in the man’s life where he has to choose. Everyone desires to have the freedom of choice. But many times, one is not clear about the choices and therefore oscillates between two choices. *‘The poem “Road Not Taken”, by Robert Frost, is about the choices that one makes in life’ (Page-57)*. *‘Eleanor Sickles, a literary critic, says the poem is about, “the human tendency to wobble illogically in decision and later to assume that the decision was, after all, logical and enormously important.....” (Page-58)*. There is a section which has a poem on the relationship of a father and his daughter. *‘The father wants to show her (daughter) all the paths of possibility, knowing he can’t tell her what to do, but only guide her to her passion’ (Page-63)*. The responsibility of family members in giving directions to youngsters is mentioned here. *‘He (father) wants to protect her from life’s continental shifts that rupture plans and futures, but knows he can only*

show her how to be filled with curious life, to cherish wonder (Page-63). There is mention of how youngsters desire freedom to choose and dream ‘.....he recalls the desires of the boy on the edge between kid and teen: sailing for distant space. Ride the rocket higher towards the void and break the sound barrier.....’ (Page-63).

Analysis of the chapter from peace perspective reveals the following points.

1. Freedom of choice and being indecisive
2. Family values in guiding young members
3. Logical decisions

Unit – 6: Careful analysis

There is scope for students to understand the way analysis can be done by attention to details. ‘...analysis is looking carefully at the details of something in order to understand the whole thing’ (Page-67). The tasks are suggested so that teamwork can be encouraged. ‘Work together with a partner or group to find ways to think about advertisements’ (Page-69). Working as group is suggested in the chapter. ‘Discuss how the ad works to create feelings and thoughts’ (Page-70). The next section has a poem and suggestions and steps are given to student to make poems. ‘Waiting for the peacock in plumes of silver, blue and green’ (Page-72). Images are described and students can work on the way suggested by the author. ‘Thunder crashes the wind picks up my bicycle and hurls it. Smell of rain through the window, and I am trapped behind a wall of falling water’ (Page-73).

Analysis of the chapter from peace perspective reveals the following points.

1. Task of focusing on details
2. Work as teams
3. Explore ones’ talents
4. Nature’s beauty

4.3.15. Overview of Standard-VIII English Textbook

We find group work and **collaborative** work suggested in Standard-VIII textbook also. For example, instructions like ‘Work together with a partner or group to find ways to think about advertisements’ (Careful analysis -page-69), ‘Share your explanation with your classmates. Listen for new ideas of what might be happening in the photo’ (My Point of view -page-43) are illustrative of joint tasks encouraged among students.

Poems ‘Water Dance part I and Water Dance part II’ (Landscapes -page-3) revolves around the theme of **nature** and various forms that water takes on the earth. This essential natural resource is to be saved and used properly.

Making objective conclusions based on **critical thinking** and following the source of information provides indirect message of **fairplay** and unbiased reporting. The activity on how to write neutral summary (Writing about writing – page-8) encourages the students to follow the reasoning and referencing properly.

Children are attracted to stories like ‘The adventures of Tom Sawyer’ (Writing about writing, page-1) and ‘A secret for two’ (Points of view, page-10) and ‘After twenty years’ (Friendship and duty, page-22). Though they have simple story lines, the instances of **responsibility, freedom and unity** among friends can be brought out through these stories.

There are public servants who are **responsible** for public welfare and care for the common people. But they behave irresponsibly sometimes. In chapter ‘Points of View’ (page-28) we find the statement, ‘An official said, “*We’ve done our part. We passed the orders properly. It’s not our job to police the streets*’. It can be used by teacher to conduct a discussion on the real nature of **responsibility**. At the same time, we find there are public servants who keep duty above friendship as in the case of the patrol man in the story ‘After twenty years’ - arresting a wanted criminal who was earlier a close friend (Friendship and duty -page-26).

Critical thinking abilities like ability of analyze, to reason, to judge and to make right choices find place in statements found in the textbook. ‘*There are so many details. I have to look at the big picture to put it all in perspective (Points of view -page-31)*, ‘*Your point of view is influenced by the type of person you are and by your experiences (Points of view, page-33)*’.

4.3.16. Social Science Textbook of Standard-VIII - Semester 1

Chapter – 1: Arrival of Europeans in India

This chapter in History deals with events that became the antecedents to colonization of India. At that time the Indian subcontinent was subdivided into a number of smaller princely states ruled by monarchy. Territories were won and lost. But India was rich and prosperous because of the industriousness of its traders and businessmen. The chapter deals with a period in the past when India was brought under the rule of British. They came to India as traders, trading in valuable commodities. Much wealth was taken away from our land in an unscrupulous way.

The children will get to know the common culture that existed from ancient times and the sense of unity fostered by this shared culture. *'Our country was distinct in the whole world. The people of various countries were being influenced by our culture and prosperity'* (Page-1). The chapters have thoughtful questions in boxes that deal with critical thinking questions. *'He (Columbus) thought that one can go to the East via West also. Why did he believe so? Think about it'* (Page-2). There is scope for getting an understanding about the unfair/ unjust practices of Britishers. *'However, many officers who were engaged in private trade did not pay the taxes as well'* (Page4). The repercussions of unfair practices are conflict as explained by this statement. *'There were frequent conflicts with the British merchants regarding payment of taxes. When the British merchants failed to pay taxes, which were applicable to both Indian and foreign merchants, the situation came to a boil'* (Page-4).The conflict between Europeans themselves in accumulation of wealth at the cost of native people is an example of how material resources become a 'bone of contention' and fight among people. Students can understand the economic reasons, control of power as reason for conflicts between two groups. Conflicts arise because of many reasons like conflicting goals, differential treatment, greed for money, unfair practices as deduced from the historical events covered in the chapter.

Analysis of the chapter from peace perspective reveals the following points.

1. Unity that existed in India.
2. Critical thinking /seeking alternate solutions
3. Differential treatment / unfair practices
4. Repercussions of unfair practices.
5. Reasons for conflict

Chapter – 2: What is around us?

This chapter in Geography deals with the different land forms and water bodies of the planet. The interrelationship between the realms and the need for conserving natural vegetation and wildlife for sustainability is covered in this topic. The chapter has content which deals with nature and it would enable students to understand the idea of living in harmony with nature.

Earth is our source of all life and we need to protect it. *'The most important point is that only the Earth among all the members of the solar family has got the suitable temperature, water and air to sustain living beings'* (Page-6). It specifies that *'Without lithosphere how can we get water to drink, agriculture for food, minerals for industries and forests'* (Page7). The amount of

potable (fit for drinking) water is less. *'Fresh water is precious. This Fresh water is required by living beings for their existence'* (Page-7). It poses the question which would need critical thinking. *'If man harms the Earth by his activities, then do you think it will affect these spheres?'* (Page-10). There is scope for knowing about the harmful effects of human activity on the planet. *'Underground nuclear testing and too much drilling for mineral, oil, and excessive drilling of tube wells affect the lithosphere and cause an imbalance. The dumping of waste from villages and cities along with industrial waste into the water bodies pollute them'* (Page-11). Students can be educated about respect for nature and protection of nature.

Sustenance on earth will be possible only if environment is taken care of. A major initiative needs to be taken by everyone to protect and care for the habitat of ours. There can be discussions on how to minimize the activities that bring disharmony in nature. The chapter creates an interconnection with the same age group for students as it begins with a dialogue between a child and his mother.

Analysis of the chapter from peace perspective reveals the following points.

1. Life sustaining Nature
2. Critical thinking /seeking alternate solutions
3. Harmful effects of human activities
4. Initiatives to protect the habitat.

Chapter – 3: Indian Constitution

This chapter in Civics deals with the fundamental rights and duties of Citizens. The students understand his personal identity in relation to the country. There is scope for the teacher to build social cohesion using the content materials. This chapter introduces to the students to the vision of equality enshrined in our Constitution.

Our Constitution was framed so as to create a peaceful and prosperous country. Equality is given to any citizen to contest in election. *'Any voter of the country can contest an election irrespective of his/ her religion, caste, class or gender'* (Page-15). Religious equality is enjoyed by Indian citizens. *'Every citizen enjoys the freedom to follow religion of his/her choice as well as freedom of speech, expression and thoughts'* (Page-15). *'Citizens are not discriminated on the basis of their faith, sect or religion. Every citizen enjoys the right to follow and propagate the religion of his/her choice'* (Page-15). The preamble of the constitution itself can be a topic of discussion on how a nation can be guided to pursue peace. *'WE, THE PEOPLE OF INDIA,*

having solemnly resolved to constitute India into a SOVREIGN SOCIALIST SECULAR DEMOCRATIC, REPUBLIC and to secure to all its citizens: JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity; and to promote among them all FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation’ (Page13). It is the vision document of the country. *‘The Constitution of India is the statement of national goals and aims such as democracy, socialism, secularism, national unity, etc. ...’* (Page-14). The shared rules and goals give a sense of security and freedom to the people. *‘The Fundamental Rights of Indian Citizens guaranty that the residents of the land can lead a peaceful life, as long as they inhabit the country’* (Page-18). A country which is governed by representatives of the people follows the human rights principle and principles of brotherhood and fraternity. *‘The Individual Fundamental Rights to Indian Citizens include the following: Equality before the law, Freedom of religion, Freedom of association and peaceful assembly, Freedom of speech and expression, Right to constitutional remedies for the protection of civil rights’* (Page-18). The constitution recognizes the diversity and values it. When each individual is given recognition, it paves way for stability and peace. Analysis of the chapter from peace perspective reveals the following points.

1. Political equality
2. Religious equality
3. National goals for democracy
4. Protection of citizens
5. Shared rules on rights
6. Valuing diversity

Chapter – 4: How the traders became rulers

This chapter in History deals with changes in the country as a result of traders of Indian commodities becoming the rulers of the country. In the process of expansion of market, the Britishers went on to control the entire country. The chapter is in continuation of the first chapter which talks of the arrival of Europeans.

In order to make children understand unfair practices a story is narrated in the chapter. Like the monkey in the well-known story of monkey and the two cats, the traders used the conflicts between two groups to their advantage. *‘The third party takes advantage of a quarrel between the two. The British had expanded their empire in India with such a policy’* (Page-19).

'To serve their economic interest they increased their political hold on India with the use of British diplomatic tactics' (Page-19). There are many ways in which unity between two groups get broken. The many princely states that existed then were deceived by the promise of safe guarding their territory by the Britishers. 'Subsidiary Alliance) which made many feel secure in the beginning, made them feel enslaved and threatened later' (Page-19). 'The British made the Marathas fight amongst themselves and consequently made them accept the Subsidiary Alliance' (Page-20). 'Governor General Sir Henry Harding came to India and brought the Sikh rule completely under the British rule with policy of interference and annexation' (Page- 21). These unfair practices are against the idea of justice and equality. This unfair practice give rise to uprising and conflicts. 'At this time, the people were suppressed under the dictatorial regime of the British' (Page-22). The burden of injustice brings one to the verge of patience. 'The dissatisfaction of people had reached a point of saturation and they were in the state of rebellion which resulted in the freedom movement of 1857' (Page- 22). Valuable lessons on causes of conflict and its effect can be discussed in the classroom teaching.

Analysis of the chapter from peace perspective reveals the following points.

1. Using unfair tactics
2. Challenges to unity
3. Justice and equality
4. Start of conflicts

Chapter – 5: Natural disasters

This chapter in Geography deals with natural disasters that strike different parts of the world and how to cope with difficulties arising during such time. The value of helping others during their difficult times and the feelings of empathy among people develop the sense of unity among the community.

The children are inspired to think how they can be of help in such times. *'How can you be helpful to others if there is an earthquake in your area?' (Page-24), 'Your friend's village has been affected by flood. What will you do to help him?' (Page-29).* There are descriptions of natural calamities, the power of nature. It is a way to create environmental awareness among children. *'Volcanic eruption at any place or region leads to massive destruction in the local area (Page-24).* The content has scope to know about the bounties of nature too. *'The potassium rich soil from the volcanic residuals helps the farmers to obtain abundant crop production. The hot*

water springs in the areas of volcano have germ-killing property and that cures skin diseases. At a lower depth from surface of earth, certain minerals like mercury, tungsten, tin-plating, zinc, aluminum etc. can be obtained easily due to volcano’ (Page-25). The students are extolled to live in harmony with nature. Sustainability of the earth is threatened by disasters whether they are natural or manmade. After creating awareness among students about the natural disasters, the teacher can suggest ways to be prepared for it. Natural disasters can’t be predicted with accuracy and their effect is painful and distressful to those who have to face it.

Analysis of the chapter from peace perspective reveals the following points.

1. Helping others in need
2. We feelings
3. Natural calamities and its ill effects
4. Environmental awareness
5. Prepare oneself for uncertainty

Chapter – 6: Effects of the British rule in India

This chapter in History brings out the effects of British rule in India. The trading company called the East India Company became a powerful entity. As time passed the power shifted to British monarchy and India came to be ruled by the Britishers.

There were unfair practices followed with the farmers who supplied the raw materials to British industries. *‘They started exploiting peasants to earn more revenue, and as a result the peasants became poorer. Many times, the peasants had to sell their jewellery to pay the revenue. A large number of peasants had to borrow money from the moneylenders and consequently fell into a debt trap. Farmers lost their land and agriculture suffered in many regions of India’* (Page-32). *‘Lakhs of skilled workers became unemployed. Gradually, the poor workers of the rural areas of India became poorer’* (Page-34). In terms of administration of villages too there was injustice. *‘The British system of administration destroyed our ancient system of self-rule. In the ancient times, every village was like a small republic. Gram Panchayats handled the administration of the entire village’* (Page-33). The people faced unfair rules too. *‘An order was passed in Agra that every Indian had to salute the British. If it was not done, it was considered a crime and liable for punishment’* (Page-33). There were certain steps towards political and social reforms through Policy of social reform. But *‘the policy ‘made people feel insecure and suspicious. They felt that the government was trying to convert them to Christianity and destroy*

the Indian culture and religion forever' (Page-33). The colonial period was marked by exploitation of the native Indian people. There are lessons about what makes people rebel against a political power. When there are different rules for different people and when needs of the people are not satisfied it turns into revolt and conflicts.

Analysis of the chapter from peace perspective reveals the following points.

1. Unfair trade practices
2. Exploitations
3. Loss of individual freedom
4. Political injustice
5. Insecurity and uncertainty

Chapter -7: Environmental changes

This chapter of Geography brings awareness about the environmental changes brought about by over exploitation of the natural resources.

The natural environment gets spoiled due to wrong human activities. *'The atmosphere is getting polluted due to human activities. The environment gets polluted due to industries, factories, power stations and vehicles. The changes that occur in temperature, direction of wind, moisture, etc. due to global warming are known as environmental changes' (Page-37)* .By bringing in an understanding about the environmental pollution caused by unplanned human activity, the students learn lessons in conserving and protecting the environment in which we live. The chapter underscores the importance of nature. *'A man breathes 22000 times every day. In this way, a man consumes 16 kg of oxygen from the environment per day' (Page- 42).* There are discussions on what we should do and what we should not to save the environment that sustains human and all biotic life. *'Afforestation and conservation of forests should be done. Growing trees help to reduce carbon dioxide. Avoid the use of plastics and optimum use of manure and pesticides. Adopt organic farming (use of green manure and cattle manure). Add Biotics in the food for animals. Optimum use of household appliances. Proper use of means of transport. Check the growth of human population. Design the buildings with sufficient ventilation to save electricity. Increase the use of eco-friendly papers. Grow plants and trees around your house. Make optimum use of natural resources. Use petroleum products judiciously. Use water carefully. Practice rain water harvesting. Increase the use of CNG and non-conventional sources of energy' (Page-45).* There are themes representative of peace like

environmental awareness, critical thinking, bounty of nature, environmental protection in the chapter. There are student centric dialogues with which the chapter begins and questions directed at the students.

Analysis of the chapter from peace perspective reveals the following points.

1. Activities against nature
2. Gifts of nature
3. Protecting nature

Chapter – 8: Role of parliament in a democratic country

This chapter in Civics creates an understanding about how important it is to have a democratic government. In democratic set up the leaders are elected by people and so accountability is assured. *‘In a democracy, the government has to give clarifications and provide reasons for the decisions undertaken’ (Page-47).*

The form of government we have is based on collective decision making. *‘The most important characteristic of democracy is that the sole power/power to rule is not in the hands of one person or a group of people. Every citizen is a member in the decision-making process. People themselves are the creators of their destiny’ (Page- 47).* There are leaders of the country who take care of the daily functioning and administration. *‘These ministers take care of the responsibilities of the work related to their respective ministries such as health, education, finance, etc. Each minister is responsible for any question related to his ministry to the members of parliament’ (Page-50).* The number of steps that are taken ensures peoples’ needs are fulfilled promptly. The opposition party also has major role to play. *‘Through the medium of questioning, members draw the attention of the government towards its loopholes. In this way the government comes to know about the views and opinions of the people through their representatives. It is an important responsibility of the members to question the government. The opposition party plays a major role in the effective administration of a democracy’ (Page-51).* There are themes like responsibility, equality, connect with immediate context, and critical thinking that are found in this chapter.

Analysis of the chapter from peace perspective reveals the following points.

1. Accountability towards public
2. Work for welfare of public
3. United way of working

4. Responsibility of opposition party

Chapter – 9: The Freedom Movement of 1857 C.E.

This chapter in History gives awareness about the discontent among the people as result of British rule. The way of life and occupations were threatened because of British exploitation. The farmers were discontented; the traders too were discontented because of partiality in the laws enforced.

Discontent arises because of suppressing the basic necessities of public. *‘The main reason for the revolt of 1857 C.E. was the widespread dissatisfaction among the people in India due to the suppressive policies of the British adopted to spread their empire in India’ (Page-53).* There were unjust practices like taking away of lands of individuals who owned land but could not pay taxes. The Britishers were taking away the lands of rulers who did not have heirs to take over their country’s rule. *‘Rani Lakshmibai of Jhansi and Raja Kunwarsingh of Bihar, who were among the few of the victims of these policies, joined the revolt to regain their territories. Landlords and peasants who had lost their lands too joined the revolt’ (Page-53).* There were sentiments of grief, suspicion and anger against the British rulers as they disregarded the religious and cultural sentiments of people. *‘As per the religious restrictions, the Indian soldiers were not allowed to cross the sea or else the person would be treated as an outcast. Despite this custom, the Indian soldiers were compelled to cross the sea in order to fight battles for the British. Thus, like other Indians, the soldiers too felt that their religion was at stake. The soldiers, being a part of the Indian society, shared the same sentiments of grief, suspicion and anger as others did’ (Page-54).* There were conflicts between groups. There are themes of peace like conflicting goals, unfair practices, women leaders, war and war tactics, threats to unity in the chapter.

Analysis of the chapter from peace perspective reveals the following points.

1. Suppressive policies
2. Unjustly taking away others property
3. Disregard for religious identity

4.3.17. Social Science Textbook of Standard-VIII - Semester 2

Chapter – 1: Socio-Religious Reforms

This chapter in History deals with social evils that were prevalent in the early 19th century India.

There was structural violence in the form of unequal treatment to women. Extreme form of violence towards females –right from infancy to adulthood – was common place. There was oppressive social structure. It gives a chance to the teacher to discuss gender inequality at that time. *‘The condition of women was worst in this narrow-minded society. Various evil customs were widespread in our society like the custom of ‘dudhpiti’ (Female infanticide by immersing a new born girl child into a container full of milk), sati system (Burning of a woman on her husband’s funeral pyre), denial of widow remarriage etc.’ (Page-1).* There were many Indians who received western education. They were exposed to many liberal ideas of the western world and tried to bring in change in Indian society. *‘Due to the western education, a ‘New Awakening’ (Renaissance) began in the nineteenth century to remove the evil customs from the society’ (Page-1).* *‘He (Sir Saiyed Ahmed Khan) advocated the idea of acquiring the English education as a means to reform the Muslim community of its orthodox attitude and backwardness’ (Page-4).* Any social reform follows the path of campaigning against human rights violation that pervaded the society and changing the prevalent views. *‘(Raja Ram Mohan Roy) initiated many reforms and protested strongly against the evil customs such as child marriage, casteism, dudhpiti etc. ...’ (Page-1).* When there are efforts to bring back people from darkness of superstition and blind beliefs by rational thinking it can be considered as a major peace initiative. *‘Intensive efforts were made to bring in social and religious reforms’ (Page-1).* The ability to think critically and inculcation of scientific temper could have made people not follow superstitious practices. *‘Brahmo Samaj tried to abolish the rigid and superstitious religious beliefs prevalent then’ (Page-1).* *‘He (Swami Dayanand Saraswati) made people aware that in the Vedas there is no mention about the evils customs such as idol worship, rituals, child marriage, Sati Pratha (system), untouchability etc.’ (Page-2).* Compassion and non-violence are qualities that promote peace and humaneness, how the reformers encouraged them can be taken up for discussion in the class. *‘Swami Vivekanand advised people to ‘Serve the poor’ and look for God in needy people’ (Page-3).* *‘Thakkar Bapa and his followers freed the Bhils from the addiction of alcohol, other evil customs and superstitions’ (Page-5).* *‘Gandhiji’s emphasis upon the removal of the untouchability improved the condition of people from the backward classes’ (Page-5).* The chapter has values related to peace as the content relates to sacrifice and service to

mankind. The reformers tried reaching general public through propagation of new ideas and establishment of colleges and welfare organizations (Samaj). *‘Thakkar Bapa’s contribution ...was very valuable in the up-liftment of the untouchables (harijans). He worked tirelessly to provide relief to people affected by natural calamities’ (Page-5)*. Students are made to think critically about how they can contribute towards the welfare of the community. There are thought provoking questions in the chapter that can help students develop reasoning ability. *‘What is the status of education of girls in your community? What activities would you take up to promote education of girls in the community’ (Page-5)*.

Analysis of the chapter from peace perspective reveals the following points.

1. Gender inequality
2. Progressive and reformist thinking
3. Human rights violation
4. Initiatives to educate people
5. Critical thinking
6. Compassion and service to poor
7. Brotherhood and kindness

Chapter – 2: Environmental Pollution

This chapter in Geography deals another theme considered by scholars as important in sustainability and peace in the world.

The land, air and water are pure resources and they help life forms grow and develop. Keeping the environment pollution free is a major responsibility of the present generation. The chapter explains that *‘An unlimited use of natural resources like water, air and natural vegetation have become the cause of widespread pollution. It is necessary to make an effort to see and understand both (pollution and development) in different contexts since these two phenomena run parallel in the modern times’ (Page-7)*. The ways environment gets degraded can be imparted to students and help them be aware of protecting and safeguarding environment. *‘Dirty water from the gutters in urban areas is released into rivers and ponds which add to the problem of water pollution’ (Page-8)*. The chapter also mentions the presence of indifference towards environment among people. *‘People from every class of the society, be it a politician, farmer, industrialist, educated individuals, artist or workers have a very casual attitude towards the environmental pollution’ (Page-8)*. There is a discussion on the responsibility of the

government as well as common men in using the natural resources. *'Government should implement the pollution control policies properly to control the industries'* (Page-8). *'We should use water in a judicious way'* (Page-8). There are many threats to our natural environment because of human developmental activities. An improved understanding of the natural environment shall help preserve it better. *'Environment Awareness Campaigns' should be organized.'* (Page-9). It is our duty to pass on the earth to our future generations in an unspoiled manner. *'We have to find an answer to it and this responsibility has to be shared equally by everybody by creating awareness. Every person has to understand his / her own responsibility and has to find various measures to make our environment cleaner and healthier'* (Page-11). Our very life depends on nature and future conflicts will arise in sharing of these natural resources. There are values pertinent to peace in this chapter like responsibility toward environment, human rights, ways to protect environment, ill effects of land pollution, animal rights, misuse of resources, ways to protect environment, indifference of humans and environmental degradation.

Analysis of the chapter from peace perspective reveals the following points.

1. Responsibility towards Nature
2. Protecting environment
3. Negative attitude and indifference
4. Responsibility of government
5. Initiatives to protect habitat
6. Sharing of natural resources

Chapter – 3: Nationalism in India

This chapter in History deals with a unique period in time in which the form of modern India took shape.

The human rights elements of liberty and fraternity were spread across the nation. *'The people of our country learnt English language and became familiar with the recent trends in the world. Thus, we were inspired by the ideas of Democracy, Liberty, Equality and Fraternity (brotherhood) from the American War of Independence and the French revolution'* (Page-14). It provides valuable lessons about ways to defend one's rights and what means have to be adopted to promote these rights. It exemplifies the sacrifices for one's nation. *'It is also a willingness to sacrifice everything one has for the nation if the need arises'* (Page-13). The teacher can discuss

on the values like **sacrifices**, and how to attain the common goals through **cooperation** and **unity** as shown by the freedom fighters. *'The main three characteristics of the movement were: (1) To trade and use Indian (Swadeshi) goods only. (2) To boycott imported goods. (3) To acquire national education and boycott the English education'* (Page-18). The importance of unity in achieving freedom from colonial rulers is expressed here. Only when worthy ideas of unity is spread among people, change can occur. *'The educated and the intellectuals felt the need of self-rule in our country and this thought gradually spread far and wide in the nation. It was followed by the feeling of national unity'* (Page-13). *'Mobility of the intellectuals, artists and business class increased and they started exchanging thoughts and opinions'* (Page-13). There is scope for giving examples related to **reasons for conflicts** – dissatisfaction with the unfair and biased treatment meted out by English rulers. *'The duty on the manufactured goods imported in India from England was negligible whereas heavy taxes were levied on the commodities manufactured in India. As a result, the Indian goods became more expensive than the imported goods'* (Page-13). The Britishers made efforts to bring disunity and suspicion between two groups. *'The main intention of Lord Curzon was to promote communal differences between Hindus and Muslims by this action and thus, weaken the momentum of political awakening among the people'* (Page-17). There are values representative of peace in the chapter like belongingness, service to nation, global outlook, social betterment, freedom through unity, unfair trade practices, power of unity, propagation of liberal views, connect with heritage, human rights, freedom of expression, unfair political practices, nonviolent non-cooperation and fight for freedom and one's rights.

Analysis of the chapter from peace perspective reveals the following points.

1. Notions of liberty and fraternity
2. Defending one's rights
3. Sacrifices for nation
4. Cooperation and unity
5. Propagation of liberal ideas
6. Reasons for conflicts
7. Creating internal fights among people

Chapter – 4: The Supreme Court

This chapter in Civics deals with establishment of the institution of judiciary that shall uphold justice and thus ensure a fair and just society.

The Supreme Court established on the principles laid by the constitution, serves the people in the best possible way. Equality is the cornerstone of human rights and our ‘temples’ of justice communicates to all, the message of equality that transcends differences in religion, gender and culture. And so ‘*Citizens have the right to file an appeal directly in the Supreme Court if any of his / her fundamental rights has been violated*’ (Page-26). Equality to disadvantaged citizens is also possible because of constitutional provisions. ‘*Environmental organizations and NGOs from Madhya Pradesh and other regions were fighting for the rights of the tribals who would lose their land and habitat forever due to this project*’ (Page-27). ‘*If the Supreme Court finds any PIL regarding fundamental rights and / or its implementation inappropriate then the Court may punish the person, group of people or the institution*’ (Page-30). The need for freedom of judiciary system is stressed. As it is true that, ‘*If Judiciary is deprived of freedom, if powerful / influential people can control the judiciary, there would be no impartial judgment. That is the reason why our constitution does not allow such kind of interference. That is why judiciary has been kept independent from legislature and executive*’ (Page-28).

The students are familiarized with the nation’s judiciary in this chapter about which they can be proud of. It shall help them realize the role played by judiciary in maintaining the peace and harmony of the land. There are themes related to peace and social harmony like just practices, conflict resolution, service to deprived class, just judiciary system, environmental protection, human rights and liberty. The students are asked to conduct a mock court which is a kind of practical experience to them and it shall enhance their understanding about environmental issues and about how just verdicts are given in courts.

Analysis of the chapter from peace perspective reveals the following points.

1. Dispenser of justice
2. Equality to all
3. Freedom of judiciary to serve better
4. Responsibility of government
5. Offering experience of courts

Chapter – 5: Revolutionaries of India

This chapter in History deals with ways of fighting for one's basic rights. It deals with rights as not abstract rules but how they can be put into practice for just causes.

The revolutionaries of India adopted violent methods to bring justice to the oppressed. It gives lessons on how means are as important as the end. Violence cannot be suppressed by violence. *'Those brave men and women who revolted against the British government are known as the revolutionaries of India. Their activities were revolutionary. People from all walks of life, literate or illiterate, royal or ordinary took part in this revolution' (Page-32).* Conflicts and means adopted by people to find solutions to the conflicts differ. *'Khudiram Bose participated in the Non-cooperation movement and kindled the foreign clothes. Khudiram Bose used to dive in the river Ganga and topple the boats carrying salt. In this way he used to break the unjust salt laws' (Page-34).* There are periods in time when people were willing to sacrifice their own lives in order to gain freedom from outsiders. *'Many known-unknown martyrs struggled for freedom till death during the freedom struggle of India' (Page-32).* The women too took equal part in the struggle for freedom. *'(Madam Cama) she unfurled the tricolor flag with the slogan 'Vande Mataram' (Page-37).* There are themes related to peace in this chapter like service and sacrifices, human rights, unfair practices, non-violent, non-cooperation, women fighters and critical thinking. Activities inserted in between the chapter focuses on self-reflection and checking the students' empathy with the brave and courageous behavior of freedom fighters. *'What would have been your contribution if you were there during the Freedom Struggle?' (Page-34).*

Analysis of the chapter from peace perspective reveals the following points.

1. Violent fights for freedom
2. Conflicts and their solutions
3. Sacrifices for freedom
4. Women in freedom fights
5. Unfair practices

Chapter – 6: Human Resources

This chapter in Civics brings in the idea of humans as resources. Skilled and literate population can raise the level of any nation.

It was care and thoughtfulness about the people's welfare that went into the creation of a unique ID number to all citizens. *'In the census of 2011, there was a provision of providing a Unique ID number and an identity card to every citizen. It was the special feature of the census*

2011' (Page-39). The people of a country are its assets. They take initiatives and actions to fulfill the role – be it a teacher, doctor, engineer – so that the country can prosper. *'Skilled citizens like doctors, educationists, engineers, sportsmen, industrialists, businessmen, farmers, artisans, labourers and other responsible citizens are the human resources. Children and youth are the potential resource'* (Page-40). Population education was the area which covered the growth and development of human population. Under this new title of human resources there is a paradigm shift in which one looks at population. *'Development of a country depends not only on the area of the country or its natural resources but it is also based upon the quality and quantity of human resource that contribute a lot to the economic development'* (Page-39). There are a number of problems when there is huge increase in the population. *'Rising population causes administrative problems for e.g. shortage of food, water, housing, environmental pollution, conservation, employment, traffic congestion etc. To deal with such problems many policies, schemes and legal measures have to be planned'* (Page-42). There has been improvement in the living conditions because of efforts of the government. *'Nutritious food is now easily available to people. Communicable diseases are under control due to the advanced medical treatment and vaccination programmes. Pre and post disaster management has improved and people who get affected are rehabilitated faster'* (Page-41). *'The literacy rate in India has been increasing consistently, which is a positive sign'* (Page-48). *'The Gujarat government launched 'Beti Bachhao' - 'Save the girl child' campaign to stop female feticide'* (Page-47). In many ways humans are the creators of peace. Living together is possible if humans learn positive attitudes and behaviours. *'We must resolve to contribute as committed and responsible citizens towards the progress of the nation. country is prosperous whose citizens are mentally and physically prosperous'*(Page-50). There are peace elements like social and cultural awareness, responsibility of citizens, humans as resources, awareness about nation, fulfilling millennium developmental goals, overcoming problems, reasoning about cause and effect, connect with local context, gender equality, fulfilling millennium developmental goals, religious tolerance and health and well-being in the chapter. There are student centric hands-on activities in this chapter which shall enhance their understanding about the distinctive profile of population in relation to their education, their socio-economic status, their work, and their contributions to the country's economy and so on.

Analysis of the chapter from peace perspective reveals the following points.

1. Keeping welfare of public foremost
2. Human resource as builder of nation
3. Efforts made by government
4. Initiatives public takes for progress
5. Student centric activities

Chapter – 7: Following the Mahatma - Part - I

This chapter in History brings awareness about how Gandhiji with his principles of Satyagrah which united the people of India against the British rulers.

Gandhiji was an apostle of peace. This chapter gives an account of Gandhiji's personal qualities that made him stand out among all. '*Gandhiji protested against this insult and injustice*' (Page-52). '*Gandhiji had acquired international fame and respect due to his success in protesting against the racial discrimination in South Africa*' (Page-53). The approach of non-violence and truth were the hall mark of his agitation. '*Satyagraha means 'insistence on truth' (satya 'truth', agraha 'insistence') or soul force or the power of truth*' (Page-59). Unfair practices of Britishers escalated the tension and anger among people. '*The accused were denied the right to know the accusers and the evidence used in the trial against them. This act was a complete violation of the fundamental rights and freedom of expression and speech*' (Page-54). There are a number of instances which deal with conflicts between the rulers and the ruled. '*The European landlords forced the farmers to produced indigo on 3/20 portion of their land and sell it at lower rates to them*' (Page-53). '*The agricultural production was destroyed. Still, the British government, instead of waiving the tax, tried to collect tax from farmers*' (Page-54). It has much scope for instilling in students the best way of overcoming hurdles is through unity. '*Gandhiji wanted that the Hindus and Muslims should stand united to attain justice*' (Page-55). Violence often begets violence. Nonviolent methods are more successful in bringing in fruitful outcomes. '*If the Indians would withdraw their support and co-operation, the British rule would end within a year and Swaraj would be established*' (Page-56). The strength of character that Gandhiji had, motivated and inspired many to join him in his fight for freedom from the British rule. The agitations were nonviolent and more number of people joined the movement. It inspired other world leaders too to follow his method. '*It is a movement of ethics and moral values against the misuse of power. This idea / philosophy highly influenced Martin Luther King and Nelson Mandela*' (Page-59). The student is to imagine the situation of those days to

understand the struggles that our freedom fighters had to undergo in those days. There are themes related to peace like unfair practices, nonviolent, non-cooperation, religious injustice, violation on basic rights, unjust economic policies, respect for others and self-respect in this chapter.

Analysis of the chapter from peace perspective reveals the following points.

1. Leadership qualities
2. Approach of non-violence and truth
3. Unfair practices leading to tension and anger
4. Conflicts between rulers and ruled
5. Unity for overcoming hurdles
6. World wise influence of non-violent movement
7. Violence vs non-violence

Chapter – 8: India - Challenges and Solutions

This chapter in Civics deals with challenges faced by a country in its path towards peace and growth.

After independence, India had a number of severe problems. *'Pollution, unemployment, poverty, illiteracy, terrorism etc. are serious problems to ponder over. It is necessary to think about them and find a solution to it'* (Page-62). This chapter deals with the obstacles in the path of development and stable peace of our country. *'Honesty, moral values, awareness toward the rights and duties of a citizen, traffic awareness, sensitivity towards environment, scientific attitude, etc. have not developed as much the material development'* (Page-62). Importance of education in solving the challenges is stressed. *'An educated person can effectively communicate and explain his ideas, opinions, views and beliefs'* (Page-64). There have been positive and drastic changes in many socio-economic areas. Growing citizens need to understand the major problem and how they become the responsibility of all to find solutions to it. *'Overpopulation leads to certain man-made challenges such as pollution, congestion in the residential areas, shortage of water and food, medical services, education opportunities, unemployment, corruption and terrorism'* (Page-63). *'People living Below the Poverty Line face the following situations. They do not get proper nutritious food, live in unhygienic condition, are illiterate and deprived of medical facilities, their children have to indulge into labour'* (Page-65). Unless one realizes we are part of one big family (the concept of Vasudhaiva kutumbakam) world peace is

difficult to achieve. *'The idea of 'Vasudhaiv Kutumbakam' - the whole earth is my family need to be inculcated' (Page-62).*

Anti-social behaviours like corruption threaten the ordinary citizens' peaceful life. *'Corruption leads to the following ill effects on society: Violation of Human rights, Hindrance to the Development of the nation, Deterioration of moral values, Inflation, Lack of trust in law and Encouragement to Nepotism' (Page-66).* *'Terrorism inflicts fear in people through violence and hatred. ...Terrorism is an inhuman act carried out by a certain group of people in a planned way. It resorts to bullying, killing or torturing somebody. Terrorism is a challenge for any government. Terrorism is an easy way to display power forcefully' (Page-68).* Other than these there are a number of challenges in our country. *'Challenges faced by the nation are orthodoxy, communalism, regionalism, discrimination based on language, border issues and rehabilitation after natural disasters' (Page-68).* There are themes related to peace like challenges to peace, challenges to social stability, saving resources, care for the disadvantaged and improving self efficacy in this chapter. There can be awareness created among the students about working for a peaceful way of life.

Analysis of the chapter from peace perspective reveals the following points.

1. Obstacles in the path of development
2. Importance of education
3. Responsibility of citizens
4. Inculcation of needed values
5. Challenges to peaceful living ;

Chapter – 9: Our Economic System

This chapter in Civics deals with the major work sectors that contribute towards economic prosperity.

All human beings get sustenance from nature and not only that; it is the base of our economic activities. If nature is not revered and protected it will directly affect our livelihood. *'Certain resources are obtained directly from the nature and are used by us e.g. food grains, fruits and vegetables. We obtain wood, medicinal plants, gum etc. from forest and milk, meat, bones and leather from animals. We get fish from water and minerals from beneath the earth's surface. In short, forest, agriculture, mining, animal husbandry, fisheries etc. provide raw material to us for food and industrially manufactured products / goods' (Page-71).* Any country

can prosper if there is peace and stability in the governance. There is awareness about human capital of the country and how they contribute towards the economic growth of the country. People of the country work and contribute in many ways towards its prosperity. There is a statement which talks of lack of responsibility in public sector units. *'Generally, we find less dedication and commitment towards work in public sector units. To control this and to generate sufficient amount of required capital, the private sector units are asked to join the public sector units'* (Page-73). Although in India agriculture is the main occupation, the other sectors of economic activity are also developing and contributing towards its growth. But they have to avoid depending on the resources of other countries. *'What if the textile mills in India decide to import cotton from other countries rather than purchasing it from the Indian farmers, then what will happen to cotton farming'* (Page-72). In economic terms we are interconnected and we benefit from joint trades. *'Globalization means the world becoming one or countries coming closer to one another. Due to the globalization, any country of the world can trade with another country easily. It integrates the markets and production units of various countries'* (Page-75). There are pertinent values like sustenance from nature, unfair trade practices, cooperation, and interconnected world in this chapter. There are critical questions posed to students which are related to daily life of children with the help of case studies.

Analysis of the chapter from peace perspective reveals the following points.

1. Life sustaining Nature
2. Lack of dedication in public sector units
3. Dependence on others
4. Unity and interconnections
5. Peace and prosperity

Chapter – 10: Following the Mahatma - Part II

This chapter in History deals with sequence of events that shed light on the struggles that freedom fighters underwent in the process of getting freedom.

In continuation of the previous chapter on Mahatma, this chapter talks about the initial resistance and protest made by Indians under the leadership of Gandhiji. *'The Civil Disobedience Movement started with the breaking of the unjust salt law'* (Page-78). Each of the movements is examples of peaceful ways of protesting and steps towards self-rule. *'Farmers, tribals and women actively participated in this movement'* (Page-78). In the discussion in class there can be

reference to the basis of dissatisfaction among the common people because of unjust laws, unjust arrests and killings. *'The British government tried to suppress the Satyagrahis with utter cruelty. 300 Satyagrahis were wounded and 2 died. Still, the Satyagrahis did not step back'* (Page-79). There are themes related to peace which can be utilized by teacher like non-violent, non-cooperation, cultural differences, unity, dissatisfaction of people and unjust economic practices. In order to achieve success in goals we need to work united. *'Gandhiji asked the people of India to follow the principle of 'Do or Die' and continue the struggle against the Britishers in a non-violent manner'* (Page-81). *'The various public meetings, processions and protests and demonstrations became order of the day across the nation. A large number of farmers and youth joined this movement'* (Page-82). The student can make use of the lessons of Geography in understanding the strenuous and long journey undertaken by Gandhiji and his companions. *'In how many days did Gandhiji and his companions reach Dandi? How many kilometers they must have walked per day?'* (Page-79).

Analysis of the chapter from peace perspective reveals the following points.

1. Peaceful united protests
2. Unjust laws and dissatisfaction
3. Work unitedly till the end
4. Critical thinking
5. Integration within subjects
6. Self-sacrifice for freedom

Chapter – 11: The United Nations (U.N.)

This chapter in Civics gives awareness about organization created for the establishment of peace in the world.

World Wars I and II brought a lot of destruction and there was need to bring in closer international understanding as *'People of the world wanted peace. Historical experiences proved that it was essential to establish an international organization to safeguard peace in the world, unite different countries, and promote international cooperation'* (Page-84). It resulted in the formations of United Nations Organization (U.N.O.). This organization is a hallmark of collective work and cooperation among nations. *'Diplomats across the world were determined to free the world from the imminent danger of wars and world wars'* (Page-85). Knowledge about this international organization is essential for anyone learning about peace and peace education.

'The main objective of the United Nations is to foster social, economic, cultural and educational development of people and help them in improving their Standard of living by generating more employment opportunities. To achieve these objectives, various organizations have been established to work in specific areas under the leadership of the United Nations' (Page-88). The purpose for establishing this organization was in the beginning for stopping wars among nations. Being united is the key to sustain peace. *'If all the countries of the world cooperate with the United Nations, world peace can be obtained in the real sense' (Page-91).* Social stability can be achieved through right knowledge and right actions. And so, they have now ventured into education and health too. *'To contribute peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the rule of law and human rights. To promote rights at work, encourage decent employment opportunities, enhance social protection and strengthen dialogue on work-related issues. To provide long-term humanitarian and developmental assistance to children and mothers in the developing countries to get good Standard of living and nutritious food and organize children welfare programmes. To ensure that people get a regular supply of enough and high quality of food, to promote agriculture, to provide low-interest loans, interest-free credits and grants to the developing countries. These support a wide array of investments in such areas as education, health, public administration, infrastructure, financial and private sector development, agriculture, and environmental and natural resource management (Page-89).* It focuses on positive peace rather than negative peace that are, moving from wars towards better developmental activities. There are themes like these which can be related to peace, war free world, human rights; towards social betterment and service to mankind are some aspects that can be discussed in classroom. Questions posed to the students are probing and explorative in nature. If students work on finding the answers it shall enhance their basic vision about world in which they live.

Analysis of the chapter from peace perspective reveals the following points.

1. International understanding
2. Organization for world peace
3. Wars vs. social development
4. Respect for rules of law
5. Human rights

6. Better education
7. Employment opportunities
8. Assistance to children
9. Environmental management

Chapter – 12: India - Post Independence

This chapter in History brings awareness about the India after Independence. It was challenge to protect and safeguard the life of people from internal strife and fights.

It would be possible only if there is unity and ideal of nationhood. The different princely states were not willing to join the Indian Union. *‘The first princely state to accept the merger was the king of Bhavnagar – Maharaja Krishnakumar Singhji. At the end only three states were reluctant to cooperate and they were Junagadh, Hyderabad and Kashmir (Page-97).* The common people were in favor of union because of the education they got and an understanding that staying together will help in long run. *‘.... reason to agree to the merger was that people become aware of their rights as a result of proper education. Every individual was able to understand the meaning of independence. Each one wanted to be free and developed. Thus, the kings and their people anticipated desired development after being a part of the Indian Union’ (Page-98).* A united nation has to be created and maintained as a number of people sacrificed themselves for this dream. *‘We had become free from the shackles of slavery. Innumerable revolutionaries and freedom fighters had sacrificed their lives. Many known and unknown people had contributed in a small or big way, even beyond their capacity in the freedom struggle to make us independent’ (Page-97).* Political unity was achieved after a lot of struggle and efforts. *‘Sardar Vallabhbhai Patel conducted referendum and declared Junagadh as a part of the Indian Union as per the will of its people’ (Page-98).* General population has to work together and live together to bring in stability. There are themes like challenges to stability, towards personal betterment, service to mankind, political unity, fight for freedom, service and sacrifices in this chapter. There is an imaginative activity for students which shall make them aware of the principles of living together and satisfaction of the basic needs of men. *‘Take a resolution to contribute in some or the other way towards the betterment of our nation apart from participating in the celebration of the national festivals’ (page-101).* The aftermath of wars or political changes in government is as painful as war itself. The people were uprooted from their places and they sought refuge or asylum in India after partition. The rehabilitation of these

refugees was a major challenge. They were shown compassion and effort at their rehabilitation. *'They (refugees) were given not only shelter and food but also love and compassion. The common people and various organizations also helped the government. Thus, these people could integrate easily with the fellow Indians'* (Page-99).

Analysis of the chapter from peace perspective reveals the following points.

1. Challenges to unity
2. Positive effects of education
3. Sacrifices for uniting the country
4. Disturbances caused by political changes
5. Problems in good neighborhood relationship
6. Compassion towards refugees

Chapter – 13: Independent India

This chapter in History gives an overview of the struggles that continued even after independence.

There were divisions in the name of language and regions. A number of states were formed for the ease of administration but people were united with the notion of a single nation. The division of states happened but unity and the idea of universal brotherhood is stressed. *'Even though Gujarat and Maharashtra became separate states, we all are Indians and belong to the same country. Universal brotherhood prevails among all the citizens and all the languages mean equal to us. We are the successors of Gandhiji and Sardar Patel and it's our sacred duty to keep up their legacy'* (Page-104). The chapter also deals with the formation Gujarat state in 1960. After independence there were four divisions of states. But gradually the number of states increased to 14. Differences in language spoken in a particular geographical area lead to the formation of around 14 states in the beginning. *'...and fourteen new states with six union territories were formed. Most of these fourteen states were formed on the basis of language except for Punjab and Bombay'* (Page-103). Such divisions made people think India would get divided into smaller units. *'Many critics believed that India would not be able to sustain longer as a nation and would become a militarist nation soon. But India proved all these predictions wrong. Till date India is a proud and thriving Republic'* (Page 106). Because India gave importance to unity over differences in language it was able to stand united. *'India has exemplified the 'Unity in Diversity' and this diversity has never become a hindrance in our*

progress' (Page-106). But in terms of relationship with neighboring countries, it was problematic. *'The relationship between India and Pakistan has always been bitter since the independence. The dispute over the marking of boundaries was never resolved which has led to a constant infiltration across the border in India. The Kashmir issue has added fuel to the fire and added bitterness in the relation between the two countries'* (Page-105). There are lessons in conflict resolution and how to minimize the effects of displacements among the common people. There are themes like social and cultural awareness, negotiations for peace, conflict resolution, and universal brotherhood discussed in this chapter.

Analysis of the chapter from peace perspective reveals the following points.

1. Unity and universal brotherhood
2. Threats to the idea of unity
3. Divisions based on language identity
4. Favor unity over differences

Chapter – 14: Introduction of the Continents: Africa and Asia

This last chapter in Geography gives detailed geographical description of continents of Africa and Asia.

There are contents that develop a world view and about temporal perspective in the development of different countries. *'The great civilization of Egypt grew on the banks of the river Nile'* (Page-113). It deals with how human race has sustained over a period of time in different parts of the world. *'The missing link of the evolution of human from ape was discovered from the Nile Valley'* (Page-110). Getting a world view and the wide variation in the physical features shall inspire to know more about the other parts of the world. It is possible if actual geographical locations are understood by students. *'The Sahara desert, the largest hot desert in the world lies in the north of the continent, covering an area of 9,400,000 sq. km. This area is full of rocky highlands'* (Page-111). *'The physical features of Asia are full of diversity. We find mountains, plateaus, deserts and plains here'* (Page-114). The areas of African and Asian continents are discussed in this chapter. In this chapter as such statements related to peace was only in terms of details related to vegetation, people, major landforms, rivers. The themes related to peace like global view and diversity can be discussed in this chapter.

Analysis of the chapter from peace perspective reveals the following points.

1. Global awareness

2. Evolution of human race
3. Awareness about various regions on the earth
4. Diversity in landforms

4.3.18. Overview of Standard-VIII, Social Science Textbook

The contents of the textbook cover the present political system, cultural plurality, the challenges faced by India when it was under foreign rule then and at the present times. The analysis revealed the nodal concepts in the textbook. The contents were organized around topics such as democratic administration, the environmental changes, the rise of nationalism in India and its subsequent events, the United Nations and its work in maintaining world peace etc....It focused on macro issues like individual principles, the political system in which the historical events took place and international context. It contained different perspectives in terms of diversity, gender, nationality global issues

The historical timeline from the arrival of Europeans, (Arrival of Europeans in India, page-1) the events that lead to the traders becoming rulers (How the traders became rulers - page-19), the ill-effects of the British rule (Effects of the British rule in India, page-32) reveal instances of **inequality** with which Indian traders were dealt with, ill-treatment meted out to farmers and so on. The conflict between Europeans themselves (British, French and Dutch) in accumulation of wealth at the cost of native people is an example of how material resources become a 'bone of contention' and fight among people. Exploitation and deprivation are **violence** in different forms. These obstructive factors can be termed as negative peace. The relevance of peace can be better understood by gaining awareness of pain of subjugation under an unjust ruler.

The findings reveal that there are ideas on democratic principles and how they work at grass- root level. It elaborates on the meaning of democracy by pointing out the historical development of India's independence movements. The bondage suffered under British rule (Effects of the British rule in India, page-32) and why repressed basic rights brought in freedom fighters (Revolutionaries of India, page-32) shows how human resist all forms of repression and seek **freedom**.

The chapter on Mahatma Gandhi's non-violent resistance (Following the Mahatma, part I, page-52) has inspired people suffering in such manner all over the world. The sacrifices at

individual level brought the **freedom** we take for granted now. The lesson to be learnt is this - we need to value the freedom we have now and think of ways to protect it from unscrupulous agents.

The chapter on 'Indian constitution' (page-13) which paid highest regard to individual rights in the form of providing **equality, freedom and fraternity** to people of the nation is of huge relevance to the idea of peace and establishment of peace in a society. *'The Individual Fundamental Rights to Indian Citizens include the following: Equality before the law, Freedom of religion, Freedom of association and peaceful assembly, Freedom of speech and expression, Right to constitutional remedies for the protection of civil rights'* (Indian constitution, page-18). There are explanations on the direct participation of public in administration and their **responsibilities**.

The role of UN and its **peacemaking** efforts is brought out in the contents of this chapter 'The United Nations' (page-84). One of the main objectives of the U.N is to maintain international **peace** and safety. It makes efforts to promote friendship among member nations.

4.3.19. Peace Perspective in English Textbooks

After a detailed analysis of English text books of standard VI, VII, and VIII from peace perspective, the following can be derived. The ten themes covered in English content in all the three Standards of upper primary are mentioned below.

1. RESPONSIBILITY

There are more instances of personal responsibility and family responsibility. There are instances of irresponsibility mentioned which can be used by the teacher to clarify the concept of responsibility.

2. EQUALITY

Equality is a construct and it is different from the concept of identical. Equality for the disabled and the marginalized could be found in the textual content. The students can get more clarity about equality by recognizing instances or situations where inequality is practiced.

3. FREEDOM

There are instances in stories or real life about the idea of freedom. There are descriptions about freedom enjoyed by playful children and freedom enjoyed by artists and players. Man's desire for freedom is expressed in poems and proverbs found in the chapters.

4. CRITICAL THINKING

Instances related to the ability to infer, ability to judge, ability to create, ability to solve problems, ability to widen one's thought are all covered in the chapters.

5. HUMAN INITIATIVES

Human Initiatives is a way of life. We need an environment of stability and peace in order to progress. Inspiration for a better life comes from looking up to people who have achieved greatness in their lives. A peace loving country can give encouragement to people to accomplish many things in their life. The personal success gained by sportsmen and artists is a signal of initiatives.

6. TOLERANCE

Tolerance as virtue can be cultivated in the classroom practices of equality and impartiality. Accepting differing ideas while doing activities in the class as suggested in chapters would enhance tolerance in the group.

7. JUSTICE

It can be seen upholding justice too help in establishment of peace in society. This perspective of peace education has been mentioned in peace literature too. English content covers the role of justice in maintaining peace.

8. NON VIOLENCE

It can be seen non violence too help in establishment of peace in society. This perspective of non violence has been mentioned in peace literature too. English content helps in understanding the role of non-violence in maintaining peace.

9. UNITY

The idea of unity is synonymous with cooperation, collaboration and working and living together. It is one of the focus areas of peace education. There are diverse religions, language and castes in India. Slowly awareness is being built about how to stay united in spite of differences. The content can help students get clarity about unity.

10. SAFE GUARD NATURE

This perspective of peace education has been mentioned in peace literature too. English content is dealing with a various issues associated with sustainability provide scope for widening the understanding of environment and sustainability.

4.3.20. Peace Perspective in Social Science Textbooks

After a detailed analysis of Social Science text books of standard VI, VII, and VIII from peace perspective, the following can be derived. The ten themes covered in Social Science content in all the three Standards of upper primary are mentioned below.

1. RESPONSIBILITY

There is coverage of civic responsibility, political responsibility and social responsibility. There are instances of government's responsibility towards people and also about individual's responsibility towards the family, neighborhood, country and the government. Nature of responsibility, talks of how to know about others' suffering and encouragement for more cooperation is found in the texts. The intention is to teach the students the value of taking care and looking after another. It can be seen that fulfilling responsibilities help in establishment of peace in society. It is not just outside forces that can destroy a nation's integrity. Other activities like not abiding by the law, supporting the separatist's view would also undermine the peace of the nation.

2. EQUALITY

Equality of all is a sentiment that deals with the importance of looking at the shared values among different groups than focusing on the differences. By knowing about other cultures and practices the students from different backgrounds understand that they have something in common. Moreover equality can be better understood by experiencing inequality or recognizing instances or situations where inequality is practiced.

3. FREEDOM

There is mention of freedom in its many forms and the struggles and sacrifice needed for getting and sustaining freedom. There are instances that describe and elaborate on the nature of freedom and how to make it a reality in our day to life. One should have the freedom to take decisions, freedom to assemble, freedom to earn livelihood, freedom to follow one's religion. Freedom and self-rule, freedom from vile habits, freedom of

judiciary and freedom through sacrifice are some themes that could be identified in the chapters.

4. CRITICAL THINKING

Critical thinking involves ability to find the reason, ability for predicting a consequence, integrating with other subject, ability to find solutions, ability for decision making and so on. The construction of History depends a lot on the excavated objects of historical importance from different sites. It needs critical and analytical skills to reconstruct the events and activities of those times using the tools or manuscripts.

5. HUMAN INITIATIVES

We need an environment of stability and peace in order to progress. Changes that have occurred over a period of time have helped humans march towards peace and prosperity. Engaging with the past and understanding the life lived by people in the past shall enable the students to identify with cultural background they have. It is a matter of pride that evidences of human civilization has been found in various parts of Gujarat too. The life lived by them serve as an inspiration for us in building our towns and caring for health and hygiene of public. It deals with the path of progress through human initiatives. The knowledge of past is relevant for the present times. Day by day human society became more complex and the sources of history help us understand the gradual improvements in life of men.

6. TOLERANCE

The text covers a range of ideas related to tolerance and the ways of cultivating tolerance. Organizations for nurturing tolerance, Religious tolerance of ruling kings, preaching of saintly people, Relation of freedom and tolerance are themes we find in the textbook.

7. JUSTICE

Justice and fair practices are synonymous . It can be seen upholding justice too help in establishment of peace in society. This perspective of peace education has been mentioned in peace literature too. Social Science content extensively covers the role of justice in maintaining peace.

8. NON VIOLENCE

It can be seen non violence too help in establishment of peace in society. This perspective of non violence has been mentioned in peace literature too. Social Science content deals with the role of non violence in maintaining peace.

9. UNITY

Unity and social cohesion go together. It can be seen strengthening unity is a theme reflective of learning to live together. This perspective of peace education has been mentioned in peace literature too. Social Science content is teaching about unity and accordingly in maintaining peace. In our current society we find a lot of heterogeneity and diversity. People have to stay united in spite of such differences then only democratic processes may yield benefits. We find differences in many spheres of life like the economic political cultural and religious aspects. Living together is an essential criterion of peace education. First of all the awareness about the multiplicity in our country need to be understood and later on the need for living together in this diversity be stressed by highlighting the common values that all share. There are a few chapters that have the scope for widening the understanding of students about unity.

10. SAFE GUARDING NATURE

We can say that creating environmental awareness is an important component in peace education and this perspective is not ignored in Social Science content.

4.3.21. Discussion

On exploring the textbook contents for peace education perspective, the texts and the ideas conveyed have bearing on providing conducive values for peace building. They back the existing knowledge about peace education as reflected in NCERT (2006) position paper on Education for peace. There is scope for developing among students a set of fundamental shared values.

The texts or narratives explain /express the idea of responsibility, what an individual's role in society is and what that obligation demands /expects so that the students realize the importance of responsibility as forerunner to peace. The texts or narratives in chapters of textbooks shed light on the concept of equality by supporting the idea of equality so that students

understand its relation to peace. The texts or narratives in chapters provide the understanding about freedom, the instances that celebrate independence and self-effort, so that students understand its relation to peace. The texts or narrative in the textbooks present situations where critical thinking was put into play to find solutions to problems; students understand this trait is important in understanding about peace and ways of peace. The text or narratives in the chapter extol human achievements or prominence in a field of work, it shall inspire children to achieve their full potential and be productive members of the society. As the texts or narratives in the textbooks present ideas of non-violence and kindness to ones weaker than oneself, it shall bring out the humane side of the students' personality. The texts or narratives in the textbook describe instances of tolerance it shall inspire students to imbibe it as a value that is needed for peace. The texts and narratives in the textbook discuss the concept of unity and present the pleasant outcomes of unity; the value of unity can be understood by students. When texts or narratives in the textbook point out to the various situations where justice is carried out, the students will have the idea of how to uphold truth and the sacrifices that are needed to keep up justice in the land. The texts and narratives in the text book offer knowledge about the environment and the ways to safeguard it for better future.

4.4. Section – C: Analysis of Pedagogic Process

Analysing the curriculum of upper primary level from peace education perspective was the goal of this study. The act of teaching and assessment are called the 'micro' aspect of curriculum whereas officially selected educational goals and context fall under 'macro' aspect of curriculum (Van den Akker, 2012). In order to study the teacher's and students' behaviour inside the classroom, observation of classroom interactions is a useful technique. The interactions which occurred in the classrooms of upper primary schools were observed and then analyzed by the researcher to substantiate as to how peace education was transacted by teachers.

In this section the investigator presents her observations of ten different classrooms learning situations (five from English subject and five from Social Science subject). The classes were Standards VI, VII, and VIII from schools as mentioned in plan and procedures of the study in Chapter-III. The classrooms observed were as follows.

1. Subject: English, Std. VII, Topic: Training students in English speaking skills

2. Subject: English, Std. VIII, Topic: Reading a story on a Greek hero who tried to fly and escape from prison
3. Subject: English, Std. VIII, Topic: Language activity of writing a report of a sports day
4. Subject: English, Std. VI, Topic: Language class which discusses the ways people invent new things
5. Subject: English, Std. VII, Topic: A grammar lesson on procedure for transformation of sentences from one form to the another
6. Subject: Social Science, Std. VIII, Topic: Revision of a social science History chapter - “Arrival of Europeans”
7. Subject: Social Science, Std. VIII, Topic: Using inductive approach to introduce the Civics topic of “India- Challenges and Solutions”
8. Subject: Social science, Std. VIII, Topic: History topic of farmers cultivating indigo and getting indebted to money lenders
9. Subject: Social Science, Std. VI, Topic: Explanation of a Geography topic of longitude and latitude
10. Subject: Social Science, Std. VIII, Topic: A History topic on the sources through which we get evidences about historical events.

The template followed in the presentation include presenting the class observation number, one-line description of the nature of the teaching class, the context or class description, the transcript / excerpts of interactions observed, and lastly essence of the interactions relevant to the related objective of the study. The last paragraph discusses the findings of the classroom observation in light of peace education perspective. The teaching period is given code as T1, T2, T3...Tn .and the lines which were taken up for comments as line 1, line 14, line n to facilitate reference for the readers.

The excerpts were selected to exemplify the application of peace education perspective in ten pedagogical contexts. They are illustrative examples and are not intended to be representative of upper primary classes in general. The analysis is not attempting to generalise but tries to give an understanding about peace education perspective in transaction of curriculum based on the conceptual framework of peace education presented in the previous section. As argued by Bryman (2004), the findings of qualitative research are to generalise to theory rather than to population and that it is the quality of theoretical inferences that are made out of

qualitative data that is crucial to the assessment of generalization (Bryman,2004, in Sakede, 2009).

4.4.1. Peace Perspective in Pedagogic Process of English Subject

The English subject classes had the scope of inculcating language skills as well as values embedded in the stories. The students were given encouragement to discuss and participate in classroom activities. The excerpts from English classroom teaching is presented below.

CLASS OBSERVATION NO: 1

TEACHING PERIOD SUBTITLE: Training students in English Speaking skills

CLASS DESCRIPTION: The classroom had two doors, the door on the left side was always kept closed. Both the doors had glass pane in it in the middle, so that one can see the outside corridor from the class. It had seating arrangement for nearly 30 students. In this class too, a pair of students were sitting in a desk. There were random pairs and some desks had two boys, some had two girls, some had a boy and a girl. The students were of std VII and the teacher wanted to give practice in making extempore speeches in English.

EXCERPTS:

TEACHING PERIOD 1 (T-1)

STD: VII

SUBJECT: ENGLISH

TOPIC: SPEAKING SKILL

DESCRIPTION OF THE TEACHING LEARNING PROCESS

The teacher entered the class and said, ‘Good morning’.

She continued ‘In the last class I taught about how you should greet people and how you should return their greeting..... ‘Good morning! How are you? --- Good morning! I am fine. How are you? This is how you should greet when someone says

‘Good morning! How are you?’

‘Will you remember that?’ She said looking at the class.

‘Today we shall have an activity. I want you to speak on the topic ‘Does hard work beat talent?’ She wrote it on the board.

After a few seconds, she continued, ‘No! I shall write another topic ‘Why only English? Not the mother tongue?’

Then she went and stood at the back. She found a student doing the previous period’s work. She instructed in general, ‘You are not supposed to do any other thing in my class’

One girl holding her hands at the back, went up to the teacher and murmured something. The teacher looked at her for a second and said, ‘Okay, go!’. When she came back after sometime, she knocked at the glass pane of the locked door. The teacher signalled her to come through the other door.

She pointed to another boy and said, ‘And don’t keep your bottle on the table Ansh!’

A girl came forward. ‘Good morning, today I am going to talk about the topic ‘Why only English? Not the mother tongue?’ and turned and looked at the topic for a few seconds.

‘Nowadays everyone wants to learn English because it will help them in their professional life..... Even in English there are two types of English –American and British’ she continued ‘I am a Marathi. Not everyone understands Marathi so it is better I use English to talk to others.’

Another student counters it by saying ‘But what about someone who doesn’t know English’. The girl remained silent. The teacher said ‘You ask question afterwards. We shall discuss about it after she finishes.’

She then said, ‘Conclude your speech, your time is up’

The student concluded the speech and said, 'I am in favour of English as it helps in our professional life'.

The teacher asked 'Who would like to come up next?'

Another student raised his hand and the teacher signalled him to come forward and start his speech.

ESSENCE OF INTERACTIONS

(T1-line 2) The teacher's role does not end with taking a particular content, she has to link to wider context where the learnings can be utilized. Learning good manners and pointing out to good manners is taught by the teacher here. In public domain, greeting each other is a way of showing respect to the other person.

(T1-line 6) The teacher introduces 'ground rules' which is supposed to be followed in the class like raising one's hand before answering, not moving unnecessarily inside classroom or go outside, not giving full attention to the task at hand etc... They are common for all, meant for all, equal for all. When violation of it comes to her attention, she gives a reminder about how to behave correctly in the classroom. Though one student was making the mistake of doing some other work, she did not point out his name but gave a general instruction which shows the teacher keeps the feelings of students in mind. That others do not make fun or tease him later.

(T1-line 11) It is an understood rule that the listeners wait for a presentation to get over to make their comments or challenge the others' viewpoints. By asking the students who interrupted to follow the norms and ask his questions later the teacher was indirectly teaching students to show patience and tolerance to opposing ideas.

CLASS OBSERVATION NO: 2

TEACHING PERIOD SUBTITLE: Reading a story on a Greek hero who tried to fly and escape from prison

CLASS DESCRIPTION: There were around 30 students in the classroom. Two students were sitting in a desk. The space between the blackboard and the first row was not that spacious. But the teacher stood in the middle so that she can see the students on both sides easily.

EXCERPTS:

TEACHING PERIOD 2 (T-2)

STD: VIII

SUBJECT: ENGLISH

TOPIC: Story of Icarus -reading activity

DESCRIPTION OF THE TEACHING LEARNING PROCESS

‘Good morning students! Shall we continue the story?’

‘In the last class we saw how Daedalus and his son were imprisoned in the tower.’

‘Riya come forward and read the story.’ the teacher said. The girl came and read from the book, ‘...the king is not my friend anymore. I have to escape from this tower in which he has imprisoned me...’

One child sitting in the front desk commented, ‘The tower is so small’ pointing to the picture in the book. The teacher said, ‘it is just a picture to show the place where they were imprisoned’. Riya paused for a while, when the teacher looked at her, she continued.

‘Daedalus wanted to make a pair of wings which would help him to escape from the tower. That was his next invention. He made a pair of wings using birds’ feathers and wax. He stuck the wings to his hands. He stood at the opening in the tower and was ready to test his invention.’ A child asked, ‘How did the wing get stuck in his hand?’

The teacher replied, ‘He might have made a strap to tie to his hands.’

As the child who was reading stopped, the teacher touched her shoulders as a signal to continue reading.

The story now was dealing with how his son tried to fly too. The teacher said ‘You too want to imitate your parents, isn’t it?’

‘Icarus tried to fly from the tower but his father stopped him because he had not learnt to fly yet.’ The teacher said, ‘From this we learn the lesson that we have to be listening to our elders and following their advice because they want only good for us.’

‘Icarus tried hard to learn flying’. The teacher said, ‘when you want something from heart you will try hard and hard isn’t it?’

Another student remarked, ‘Didn’t the soldiers who came to give food see the wings?’ and another asked, ‘Didn’t the soldiers from down see them flying?’

The teacher said, ‘Let’s finish the story then I shall try to answer your questions.’

ESSENCE OF INTERACTIONS

(T2-line 3) A child while reading is not only listening to the story but also notices anomaly in the presentation of reality. The ‘tower’ in the story was so huge and inaccessible but the illustration or picture did not match the description. It shows children are naturally thinkers and this trait needs to be channelized appropriately by the teacher. It is the responsibility of the teacher to clarify the doubts to the best of her ability and convince the child.

(T2-line 5) In an environment that supports freedom students are forthcoming with their questions as they are sure they will not be ridiculed for their lack of understanding. They are able to connect with how far-fetched the idea of making wings out of feathers can be. Such thinking can pick out falsehood in a talk or action.

(T2-line 9) Language teachers can make children imbibe hidden values by relating it to real life situations of students. This instance makes a point on enjoying one’s freedom to do anything and to conform to approval of elders in the family. The family is the first institution which educates the children in desirable values.

CLASS OBSERVATION NO: 3

TEACHING PERIOD SUBTITLE: Language activity of writing a report of a sports day

CLASS DESCRIPTION: There was a big window on one side of the classroom. It had blackboard and a table and chair for the teacher in front of the rows of students' desk. The classroom door had a small glass pane in the middle. As the door was in one side of the room and corridor was not visible from room.

EXCERPTS:

TEACHING PERIOD 3 (T-3)

STD: VIII

SUBJECT: ENGLISH

TOPIC: SPORTS DAY REPORT (Composition)

DESCRIPTION OF THE TEACHING LEARNING PROCESS

The teacher entered the class and wished the students 'good morning'

'We shall do a group activity today. The first 3 rows will be group 1 and the next 3 rows will be group 2. There are 6 groups here.'

She went to the board and wrote 'sports day report' in capital letters.

'We had our sports day last week, isn't it? Today I want you to make a report on it. It should be of 200 words, with proper introduction and conclusion. Work out the details in rough now. You have to come and present it before the class afterwards.'

'Remember the report should have the date, timing and the place mentioned. Give a description of the match in your own words. The sentences should be in simple past tense okay'.

The students were getting ready and were confirming who belonged to their group and there was a slight disturbance in the class.

One among the group held a notebook and collected information from others.

The students were discussing the points. 'What was the colour of their T shirts?' 'Tell me another name for a happening – another student suggested the word 'event'? 'Yes, that's the right word'.

Each group was discussing about the things to write in the report.

The teacher went round and answered their queries.

She saw the notebook of a student and said, 'Vivek, I already told you in the beginning, you still make mistakes?'

The teacher said to the entire class, 'I told all of you that when you write a report it should always be in the simple past tense.'

Another student went up to the teacher and asked her in a low voice about something he had written in the notebook. She gave a reply and the student went back to his place.

After sometime she said, 'Now students it is time for reading out your report'.

Some chorused 'Five more minutes madam'

A few minutes later, the member of one group came and read out, others listened.

'That was a good work' commented the teacher. 'Can the next group member come forward now?'

ESSENCE OF INTERACTIONS

(T3-line 4) The teacher's instructions showed that she was linking the task at the classroom to a context (the sports event) which was experienced by the students. It is the responsibility of the teacher to make students connect with the real-life situations. When opportunity occurs, they can implement their understanding and ability to express ideas or facts. This would make them better at communication.

(T3-line 7) When group activities are initiated by teacher, it requires the participation of all students. Working in teams require sharing of information, sharing of ideas and sharing of tasks

which in turn build unity in the group. Only if there is friendliness and understanding among students such activities can be successful. Most of the group work tasks given in textbooks are meant for enabling students to get to know each other and develop bonding and unity

(T3-line 5) Giving adequate time to complete their task, matching the work (of 200 words essay) in the given time duration shows the flexibility and freedom given to students to display their potential.

CLASS OBSERVATION NO: 4

TEACHING PERIOD SUBTITLE: Language class which discusses the ways people invent new things

CLASS DESCRIPTION: The room was in the ground floor and had adequate desks and chairs for the students. There was space enough to move around in the class. The classroom had facility for projecting videos from the computer.

EXCERPTS:

TEACHING PERIOD 4 (T 4)

STD: VI

SUBJECT: ENGLISH

TOPIC: WE CAN INVENT

DESCRIPTION OF THE TEACHING LEARNING PROCESS

‘Good morning class! What did we do in the last class?’

‘Mam, we learnt a poem.’

‘Okay we shall do a new chapter today. Before we start let me show you all a video.’

She went around and pulled the curtains on the window so that the room was dim.

She instructed, ‘Now all of you be silent!’

The moment the projector was on, the class became completely silent.

Some student at the back stood up in their place. The teacher signalled them to sit down. And they sat down.

The teacher showed a short video to the class. The video was about a blind man who was trying to cross the road. There were many vehicles passing by and he waited for a long time at the edge of the road. A small boy sees his plight and goes towards him. He holds his hands and helps him to cross the road. The blind man thanked the boy and went way finding his way with his stick.

The video got over and there was murmuring in the class.

‘Children did you like the video?’ Many said ‘yes’

‘Show us another one madam!’ said one boy. The teacher replied ‘Not now, in next class okay’

‘What was the video about children?’ ‘It was about helping people in difficulty.’ ‘Will you help someone who is in such difficulty?’ ‘Yes madam!’ replied the students. ‘Was it easy for the blind man to cross the road?’ ‘No’ chorused the class. ‘Don’t give mass answers and don’t shout like this. It will disturb the other classes...’

‘Shall we do another activity? But I want one or two of you to volunteer!’ Many hands went up at this statement.

The teacher pointed a finger at a student and she came forward. She took out a piece of cloth and tied it around the eyes of the child who came forward for the activity. ‘Sheena can tell what this number is?’ showing three fingers at her. The child said ‘five’. ‘Now go to other end of the class and touch the wall.’ The child walked in the wrong direction and other children yelled and laughed and shouted the direction to move.

A few minutes later, the teacher went to the child, removed the cloth and asked the child, ‘Where you able to find the way easily?’ The child replied ‘No’

‘Children, do you now understand what the blind people experience?’ The students said

‘Yes madam’. ‘Now children can we invent something for the blind man so that he can move about easily? Can you share your ideas with the class?’

The students started discussing among themselves.

ESSENCE OF INTERACTIONS

(T4-line 12) Teacher makes children express their views on the event of helping a blind man cross the road. The response of children showed that they empathised with the plight of the blind man. It was letting them respond to challenges existing in the wider context. Connecting the in-class learning to the outside world shall prepare students to undertake their adult roles in a better way

(T4-line 13) Students were all willing to participate in the activity planned by the teacher. Learning enhances through participation in diverse activity done in the class. It is the students’ responsibility to be engaged and be interested in doing such tasks.

(T4-line 16) Incidents that occur in real life situations (the visually challenged having difficulty to cross the road) are made into story in order to teach children about the outside world. The values that are essential in order to develop as good human beings can be found when the story projects the humane responses to other’s difficulty. Helping nature can be instilled in children through such lessons.

CLASS OBSERVATION NO: 5

TEACHING PERIOD SUBTITLE: Learning the procedure for transformation of sentences from one form to another

CLASS DESCRIPTION: There were around 30 students in this class and each desk had two students sitting. There were equal number of boys and girls. The blackboard was big enough and the writings on the board was visible to the last benchers.

EXCERPTS:

TEACHING PERIOD 5 (T-5)

STD: VII

SUBJECT: ENGLISH

TOPIC: GRAMMAR

DESCRIPTION OF THE TEACHING LEARNING PROCESS

The teacher entered the class and greeted the students.

‘Today we shall do transformation of sentences okay’

She went and wrote the title ‘Transformation of sentences’ on the board. ‘Remember in the last class I told you about the rules of transformation! We shall look at the rules again’.

She saw a boy coming and standing in the front. She said ‘Take this chair and sit here’ pointing to a place in the first row.

‘As usual we will make two columns’. She drew a line in the center of the board, so that there were two columns now. She went around and checked if the students were following her instructions. ‘First we will change an interrogative sentence into an assertive sentence’.

She went and wrote on the board. On the left side of the board, ‘Is Neil a good football player?’

‘What should we write in the right side? According to rule it should be ‘Neil is not a good football player’. Neil was the name of a student in the class. He commented from back ‘mere ijjat jayegi’(I will lose my respect). The teacher replied, ‘It’s just a name!’ After a pause she said ‘okay we will change the name and went and wrote Nishant instead of Neil on the board. There were giggles and mild laughter in the class.

A student raised his hand said, ‘Why can’t we say ‘Nishant is a good player?’

The teacher clarified, ‘We are doing transformation of sentences, so whenever there is a

positive verb in the interrogative sentence the transformed sentence should have negative in it.’

She looked around the class and said, ‘Okay Susha, give me another example. The student stood hesitating to say the example. Others were raising their hands ‘Mam! Mam!’ The teacher said, ‘If you are wrong, we will clarify it’. She continued, ‘If you say madam, madam I will not give you chance’.

‘Shall we go to another example? Holding a sheet having a list of worked examples she went to the board and wrote another example on the board. She moved around in the class.

The class continued till the bell rang.

ESSENCE OF INTERACTIONS

(T5-line 7) Teacher has to show respect to the feeling of children. She changed the name in the sentence as she understood it was making the child with the name as in the sample sentence uncomfortable. Not only in giving feedback on responses but altering her decisions showed teacher had given freedom to students to make justifiable remarks.

(T5 -line 9) The students who were asking doubts were not ignored, but the making explicit the reasoning in transformation of the sentences to the entire class the teacher showed her responsibility for the learning of all students.

(T5-line 11) When the teacher wants the student to contribute to the learning activity, she randomly chooses them. Everyone has a chance to show their understanding and earn the teacher’s appreciation. She calls out the student in a kind and compassionate tone so that the students don’t get intimidated.

4.4.2. Peace Perspective in Pedagogic Process of Social Science Subject

The following part has the excerpts of classroom teaching in Social Science subject of upper primary level. Social science subject has contents related to History, Geography and Civics. The interactions between the teachers and the students were transcribed and presented

below. The essence of the interactions in terms of peace perspective is presented in the section after the excerpts.

CLASS OBSERVATION NO: 6

Subject: Social Science

Topic: Arrival of Europeans in India (Revision of the topic)

CLASS DESCRIPTION: The classroom had nearly 30 students. A pair of students were sitting on a desk. There were random pairs and some desks had two boys, some had two girls, some had a boy and a girl. The students were of std. VIII and the teacher wanted to quiz them about the chapter on 'Arrival of Europeans', the 1st chapter in the book.

EXCERPTS:

TEACHING PERIOD 6 (T-6)

STD: VIII

SUBJECT: SOCIAL SCIENCE

TOPIC: ARRIVAL OF EUROPEANS

DESCRIPTION OF THE TEACHING LEARNING PROCESS

The students and teacher greeted each other with good morning.

The teacher said, 'Your tests are starting next week. Today we shall have revision of the first chapter'

She went and wrote the name of the chapter, 'Arrival of Europeans in India' on the Black board.

When she saw the students have their book on the table, she said 'All of you close your social science book'

'I shall divide the class into three groups. This first row (making a pointing gesture) is group A, the second row is group B, and the third row onwards is group C. I shall ask

questions to the first row, anyone from this row can answer’.

This row (pointing to the row A) the teacher asked ‘What did Mir Qasim do? And she continued with these words ‘I have already explained this to you!’

Few students raised their hands from this row and one student stood up when the teacher pointed to him. He said, ‘Mir Qasim rebelled against the Britishers and fought against them’

‘Good, sit down’ said the teacher. She went and put ‘1’ under column A on the score board.

‘Next question to the next row (pointing to row B). ‘Why did Europeans search for a sea route to India?’

A boy from this row stood and said ‘spices, ink, cotton’

The teacher imitated him ‘What is this - spices, ink and cotton? Say in full sentence!’

‘Mam, the Europeans wanted to trade in commodities like spices, ink, cotton, pepper from India, so they searched for a new sea route.’

‘Okay good! One point for group B’ and she went and wrote ‘1’ under column B on the board.

The quiz went on for another 15 minutes in the same manner.

After announcing the highest score, ‘Now read the next chapter tomorrow!’

The teacher left the class.

ESSENCE OF INTERACTIONS:

(T6-line 2) Preparing the entire class for an oncoming test is an obligation of the teacher. In giving instructions or reminder, the teacher is fulfilling her responsibility of creating a ‘learning culture’ (Danielson, 2012) in the classroom. The teacher keeps the interest of her students in the forefront. It offers a peek into the many obligations of the teacher.

(T6-line 4) To ensure that students follow test ethics of not referring to books during a quiz she instructed all of them to close their books. This fair practice develops a sense of accountability for learning among students.

(T6-line 5) She was making groups without disturbing the existing seating arrangement of the class. She was giving them opportunity to work and unite as a team to achieve the learning goals.

CLASS OBSERVATION NO: 7

TEACHING PERIOD SUBTITLE: Using inductive approach to introduce the topic of challenges and problems of India

CLASS DESCRIPTION: The classroom was on the first floor and was spacious enough. There were less than 30 students in the class. The blackboard was easily visible to all. The desks were bigger and more than two were sitting in a desk. There was space for teacher to move around in the class.

EXCERPTS:

TEACHING PERIOD 7 (T-7)

STD: VIII

SUBJECT: SOCIAL SCIENCE

TOPIC: INDIA -CHALLENGES AND SOLUTIONS

DESCRIPTION OF THE TEACHING LEARNING PROCESS

Good morning class! Are you all ready for a new topic?

There was a small murmur among the students. The teacher repeated, 'Are you ready for a new topic. Say 'yes or 'no'?

Now the students replied loudly 'yes madam'

'Alright! Who has a good handwriting?'

One student replied, 'Mam, Priya has a good handwriting!'

The teacher said, 'Priya come here'. But the student was reluctant to move to the front of the class. The teacher continued. 'It's okay beta, please come and stand here (pointing to a place near the board). You should write the answers given by students on the board when I ask you to, okay?'

The teacher took out a set of folded chits from her pouch and held it in her hand. 'Now class I shall move around in the class and ask anyone of you to pick the chit I am having in my hands. You have to read it and talk a few lines on what it is about.'

She went to one student asked him to pick it and read. 'What does it say?'

The student replied 'Mr. Satish is a qualified person. But he is unable to find any job'. He continued, 'I think it talks about unemployment'

The teacher replied, 'Good right answer, Priya, write the word unemployment in the board.'

The girl wrote 'anemployment' to which a classmate corrected 'not 'a' but 'u'

She went and rubbed the wrong spelling and wrote correctly.

Like this the teacher let the students pick the chits and made them identify the topic.

The student who was writing on the board asked, 'What is the spelling of 'corruption', madam?'

The teacher spelled the word C-O-R-R-U-P-T-I-O-N.

In the end she had the following words. 'unemployment, Illiteracy, inflation, poverty, corruption, communalism'

She asked the students what the main idea behind these words is. The students replied 'problems of India'

'Yes, good! They can be termed as 'Challenges faced by India' and we shall talk about them in detail in the next class.'

ESSENCE OF INTERACTIONS

(T7-line 6) The teacher wants everyone in the class to participate in the learning activity. There are students who tend to be shy and not forthcoming even if they have talents. It is the responsibility of the teacher encourage students to actively contribute to the learning task. Using kind tone and calling her as ‘beta’ the teacher was able to convince the child to come forward.

(T7-line 11) The girl who wrote wrong spelling was pointed out by her classmates. It shows students give feedback respectfully or inoffensively.

(T7-line 16) The teacher made a list of connected ideas and expected the students to formulate a hypothesis regarding the topic. Prompting students to think and use their previous knowledge supports critical thinking. It helps students to have a mind of their own without accepting things at face value.

CLASS OBSERVATION NO: 8

TEACHING PERIOD SUBTITLE: Farmers cultivating Indigo getting indebted to lenders

CLASS DESCRIPTION: The classroom was on the first floor and had big windows on one side which gave ventilation to the room. The students were of 8th std and there was almost equal number of boys and girls in the room. The space between the rows were little narrow and moving in between was not easy.

EXCERPTS:

TEACHING PERIOD 8 (T-8)

STD: VIII

SUBJECT: SOCIAL SCIENCE

TOPIC: EFFECTS OF BRITISH RULE IN INDIA.

DESCRIPTION OF THE TEACHING LEARNING PROCESS

The teacher wished the students and asked them to sit down.

‘Sir when will you give us marks? (Referring to a test taken previously) ‘Yes I will give

soon. Shall we continue with the lesson?

‘Please all of close your books and listen to me.’ said the teacher.

The students kept the closed textbooks on the table and listened.

The teacher made a flow chart of the events leading to the uprising of peasants.

Some students started noting it in their notebook.

The teacher said, ‘Pen down, observe here now. I will tell you when to write.’

He explained ‘The lands were leased out to the peasants to grow indigo crops. They were given loans at low interest rates to buy seeds and plants. They had to grow indigo and other such crops in that land and not any other plants. Slowly the land became barren and they were not able to earn any income though they worked very hard in the land.’

He continued, ‘What will happen if someone gives you loan after loan and you are not able to repay? There will be lot of tension and anger. But you have signed the contract and so you will try to repay it somehow! Imagine, if I give homework after homework you will also feel lot of pressure isn’t it?’

The students giggled and smiled at this comparison.

He now said, ‘The lenders sent strong and powerful men to use their might and get back the money. The farmers lost their land and agriculture suffered in many regions. This was something unjust.’

He continued explaining the points and the flow chart the teacher drew in the beginning had all the points he explained.

The teacher said, ‘Now you can note down the points (the flow chart) in your notebook. All the chapters are there for block test. Hope you will do better in block test.’

With this the class ended.

ESSENCE OF INTERACTIONS

(T8-line 3) The whole classroom needs to follow certain norms set by the teacher for her/his class. These lead to a ‘culture of learning in the classroom’ (Danielson, 2012). The students have the obligation to learn and be productively engaged. When it is time to listen, they have listen and when it’s time to write they can note down points. It is the teacher’s duty to ensure that the learners pay attention to the task at hand.

(T8-line 5) This topic is about one of the significant events which took place during the colonial period of Britishers. Exploitation of farmers by forcing them to grow cash crops or unfair means of indebting the poor were some instances that lead to the discontent among public. Eventually it paved way for freedom movement in India. The purpose of equality and equity in a given society is essential to maintain peace among its people.

(T8-line 7) The teacher noticed students writing although he had instructed in the beginning to close the notebooks and listen. Non-compliance to the instructions was pointed out without any harsh comments. Keeping the feelings and anxiety of students to complete classwork, he showed appropriate level of patience and tolerance towards undesirable actions.

(T8-line 8) There is mention of the land becoming barren because of cultivation of indigo plants. Crops like indigo were cultivated for the sake of earning money and created ill-health among farmers. Placing profit above well-being of common people is an act of injustice. Injustice and ignoring environmental issues are aspects which go against peace and well-being of the society.

CLASS OBSERVATION NO: 9

TEACHING PERIOD SUBTITLE: Explanation of a Geography topic on “longitude and latitude”

CLASS DESCRIPTION: The classroom was in the first floor. The open ground could be seen from the class. The desks in this room was comparatively smaller in height. Each desk had two students sitting. The blackboard was large enough. The teacher did not have a desk but a small table was at the corner of the room to keep notebooks or pen stands. The corridor could be seen from the class.

EXCERPTS:

TEACHING PERIOD 9 (T-9)

STD: VI

SUBJECT: SOCIAL SCIENCE

TOPIC: LONGITUDE AND LATITUDE

DESCRIPTION OF THE TEACHING LEARNING PROCESS

The teacher entered the class and wished them. 'All of you please sit down'.

In the last class I talked to you about the land breeze and the sea breeze. In day time the land gets heated, the air above the land too gets heated. So, it moves towards the sea and it is called land breeze.

The land near the sea is more humid than the land far away from sea. In Vadodara it is more humid than in Delhi isn't it?

One child raised a question, 'Why is it humid when it rains? Another asked, 'what is artificial rain?' The teacher said 'All of you have many doubts, right now can you note it down in your notebook? We shall discuss it in another period.'

'Now we shall discuss about longitude and latitude.'

'Do you know how many latitudes are there?' A student replied, '179'. The teacher asked 'Are you sure about this number?'

'The earth is spherical in shape. There are imaginary lines passing through them. They are called as longitudes and latitudes'. She drew a circle on the board and made vertical and horizontal lines to represent the longitude and latitude.

'We can locate a place on the earth using the coordinates of longitude and latitude.' She drew two intersecting lines on another side of the board. In one quadrant she drew a few horizontal and vertical lines. And she pin-pointed a square in the grid and said a place can be located in this way.

The teacher continued. 'The earth is divided into 3 zones namely Torrid zone' (pointing to the region in the drawing made on the board) 'Next the Temperate zone' (again pointing to the region with hand) and Frigid Zone.

'The Torrid zone lies between 23.50 N to 23.50 S, the temperate zone lies between 23.50 N to 66.50 N in the northern hemisphere and 23.50 S to 66.50 S in the southern hemisphere. Similarly in the northern hemisphere the Frigid Zone lies between 66.50 to North Pole and in the southern hemisphere the Frigid Zone lies between 66.50 S to South Pole.'

'Ansh! Please come and show in the board where frigid zones lie?'

The boy came and pointed it out.

'Good! You can go back to your place now. 'She paused for a while and said 'Students please give the sheet in which you have noted your other doubts. I will get back to you tomorrow.'

She collected the sheet which had the list of questions or doubts of students before going out of the class.

ESSENCE OF INTERACTIONS

(T9-line 2) The teacher here makes a reference to the previous topic taken, so that the students are in readiness to learn the next sequential content. This act of responsibility on the part of the teacher enables the students to link ideas and enhance their understanding.

(T9-line 11) Giving students opportunity to show their understanding of the content being taught is the responsibility of the teacher. Calling out students in a kind tone and encouraging them to participate in classroom tasks is a practice shows how a compassionate environment is nurtured in the classroom.

(T9-line 6) The number of latitudes are 180 but when the student responded as 179, the teacher did not challenge his stand but asked whether he was sure. This would make the student give adequate justification for his answer. Even wrong responses provide opportunity for teacher to clarify the fact with the entire class. Encouraging student participation was given importance.

Tolerance and patience on the part of the teacher supports the students in taking a risk while answering.

CLASS OBSERVATION NO: 10

TEACHING PERIOD SUBTITLE: Getting to know the sources through which we get evidences about historical events

CLASS DESCRIPTION: The classroom was spacious enough to accommodate 30 students. It had black board and facility for showing videos. There were both boys and girls in the classroom. As in other classes here too there were two students sitting in one desk.

EXCERPTS:

TEACHING PERIOD (T-10)

STD: VIII

SUBJECT: SOCIAL SCIENCE

TOPIC: SOURCES OF HISTORY

The teacher entered the class and greeted the students.

Have you all got the textbooks with you? There was a loud 'yes' from the students.

In the last class I explained to you about the 'sources of history', we shall continue with the chapter today. I want to show you all a video, let me see if the system is working. I shall go and get the keys for system. Saying these words, she went out to get the keys for the CPU.

(There was an overhead projector, computer and pull-down screen in the class.)

The moment she went out the students started talking and moving around in the class. The class monitor came forward and tried to make them quiet.

In a few minutes the teacher came inside holding the key in her hands. Seeing the noisy class, she said, 'Is this the way you behave when I am out? I am not going to show you any video'. There was silence in the class now.

As she was about to start the system, there was someone at the door. 'Excuse me madam,

we have a person here who would like to talk to the students about an interschool level general knowledge quiz.'

'Hello students! My name is Madan, I have come from 'Funquest', an organization that has conducted many competitions in this city'.

He showed a card and described how to fill the details in it. 'If anyone of you is interested, please tell your parents and bring 200 rupees tomorrow. It is the fees for registering for the competition. The winners will get prize amount, but all others will get a certificate of participation. It will be helpful for you in future!'

He thanked the teacher and left the room.

There was excitement in the class. The teacher said, 'That's enough children, we shall get back to our lesson. There isn't enough time to show you the video, so let's start reading the lesson.'

She pointed to a student, and said read the next paragraph. He read, 'We can know about the past through various sources. The Tadpatra and Bhojapatra manuscripts written mostly in Pandu script are some of them. Bhojapatras are made from the skin of a tree named 'Bhauj'.

The teacher explained 'In those days there were no newspapers so they wrote things in leaves of plants called as 'tadpatras' or 'bhojapatras'. They are called the sources of history. Do you all read newspapers?

Some replied yes some said no. The teacher said, 'You all should read newspaper daily okay!

The bell rang and she said, we shall stop here today we will continue in the next class. One child came forward and asked 'Can I go to wash room?'

She nodded her head and turned towards the class and said 'I shall wait till your next teacher comes'.

ESSENCE OF INTERACTIONS

(T10-line 3) Additional resources like computers and projectors in the classroom is used by the teacher whenever it is needed. It is a resource not provided in many schools. Managing logistics and arranging for setting the classroom to accommodate the showing of videos require planning and efforts on the part of the teacher. The teacher is willing to shoulder the responsibility for the sake of students.

(T10- line 5) When it so happens the teacher is momentarily away from the class the students start talking among themselves. The teacher who saw the talkative students she gives them a stern look and pretends to be angry and states that she will not show them the video. These are some instances in the classroom that bring out the compassionate nature of the teacher

(T10-line 12) Linking the content of the chapter to real life is the responsibility of the teacher. She was making them think about the relationship or similarity between newspapers and old manuscripts. Not only that she advised them to read newspaper so that it broadens their world view.

4.4.3. Discussion

The themes identified by the researcher for conceptualising peace education perspective are responsibility, equality, freedom, critical thinking, human initiatives, tolerance, justice, non-violence, unity and safe guard nature. In the previous section, (Section A) these themes of peace education perspective were enlisted in the form of certain indicators - in relation to textbook content, pedagogic processes and co-curricular and extracurricular activities. The pedagogic process in classroom was observed as specified in the methodology chapter. Among the many occurrences in the classroom identifying specific ones that would relate to the objective of the research was indeed challenging, as articulated by Schoenfeld, (2012) ‘Capturing the dimensions of teaching in a manageable observation scheme is tremendously challenging’. The indicators mentioned in the previous section supported the observations of the teaching practices in the classroom. We can find in the classroom teaching, five major activities like teacher’s spoken discourse, making visual representation (blackboard, teaching aids etc..), the act of setting or providing tasks for learners, a variety of social interactions and teacher’s monitoring by use of feedback, intervention or remediation (Alexander, 2001). The presence of the themes in these

activities were identified and described below. The illustrations that give credence to it is cited in italics.

A. Responsibility

Teachers fulfil her obligation as a leader/ mentor/ caretaker/well-wisher of her students. As a mentor the teacher prepares the students for upcoming exams, she tries to clarify the doubts to the best of her ability, or managing the available resources of the classroom. ‘The teacher said, ‘Your tests are starting next week. Today we shall have revision of the first chapter’(T6-line2). The teacher said ‘All of you have many doubts, right now can you note it down in your notebook? We shall discuss it in another period.’(T9-line4). ‘I want to show you all a video, let me see if the system is working. I shall go and get the keys for system’ (T10-line3)’. Students fulfil their obligation towards study by making sustained efforts/ contribute ideas/ engage themselves in learning. ‘The student concluded the speech and said, ‘I am in favor of English as it helps in our professional life’. (T1-line13). Students fulfil their obligation of being helpful and respectful to each other. ‘The girl wrote ‘anemployment’ to which a classmate corrected ‘not ‘a’ but ‘u’(T7-line11).

Responsibility means a duty or obligation to satisfactorily perform or complete a task. It is also associated with reliability and trustworthiness. When an individual fulfils his responsibility towards others in his surrounding, it would minimise conflicts and thereby be conducive to peace. Teachers and students exhibit responsibility in their respective roles.

B) Equality

Teacher expects all students to follow certain common rules of classroom behaviour, e.g. raising one’s hand before answering, excusing oneself for going to washroom, etc. ‘Please all of close your books and listen to me.’ said the teacher’(T8-line3). Is this the way you behave when I am out? I am not going to show you any video’. There was silence in the class now. (T10-line5). Teacher ensures all to be productively engaged in learning - ‘You are not supposed to do any other thing in my class’(T1-line6). ‘It’s okay beta, please come and stand here (pointing to a place near the board). (T7-line6). No student is marginalised in the classroom community. All students were given chance by teacher and all students were willing to the part of learning. ‘Shall we do another activity? But I want one or two of you to volunteer!’ Many hands went up

at this statement. (T4-line13) Others were raising their hands ‘Mam! Mam!’ The teacher said, ‘If you are wrong, we will clarify it’. She continued, ‘If you say madam, madam I will not give you chance’. (T5-line10). All students have chance to engage and participate in the learning activity ‘Now class I shall move around in the class and ask anyone of you to pick the chit I am having in my hands.’ (T7-line 7) One child raised a question, ‘Why is it humid when it rains? Another asked, ‘what is artificial rain?’ The teacher said ‘All of you have many doubts, right now can you note it down in your notebook? We shall discuss it in another period.’ (T9-line4)

Equality finds expression in ensuring individuals or groups are not treated differently or less favourably on the basis of appearance or beliefs or heritage. It is also related with uniformity in treatment or status. It would mean equal access to goods and services like education. When individual show respect / treat others in his surrounding as equal, it would contribute towards an egalitarian, democratic and peaceful society. The observations showed that the teachers respect the uniqueness of each individual student and knows the strengths and weaknesses of her students.

C) Freedom

Teacher allows the student to work independently / groups of their choice. ‘Now children can we invent something for the blind man so that he can move about easily? Can you share your ideas with the class?’ (T4-line17). Teacher provides time to work at one’s pace ‘Some chorused ‘Five more minutes madam’ (T3-line15). Students have freedom to respond /to ask doubts /to get sufficient time to do tasks. ‘One child sitting in the front desk commented, ‘The tower is so small’ pointing to the picture in the book. (T2-line4). ‘Sir when will you give us marks? (T8-line2). The researcher could not identify instances that corroborated the indicators like ‘Teachers permits the use of mother tongue if it brings in clarity in understanding’ and ‘Students are given choice in choosing learning activities’

Freedom is having the ability to act or change without constraint. The right of being able to do, or say what you want to. When individuals are free to act / choose a –choice /to move without affecting another’s right it is the true mark of freedom. It is the fundamental right of a human being. Initiatives towards betterment of oneself can occur only if people enjoy freedom. It was observed that appropriate and suitable freedom was given to students in the classroom.

D) Critical thinking

Teachers sets higher order thinking tasks, problem solving tasks that builds confidence in children to face many other difficult situations. ‘Children, do you now understand what the blind people experience?’ The students said ‘Yes madam’. (T4-line16). Teacher presents open ended questions / to imagine what could have happened beyond what was given in the textbook. ‘She asked the students what the main idea behind these words is. (T7-line17) ‘From this we learn the lesson that we have to be listening to our elders and following their advice because they want only good for us’ (T4-line9). Teacher gives importance to the process of learning as much as the correct answers. ‘You have to read it and talk a few lines on what it is about’ (T7- line 7). Students gets scaffold from peers and teachers in their cognitive development ‘The girl wrote ‘anemployment’ to which a classmate corrected ‘not ‘a’ but ‘u’ (T7-line11)

Critical thinking conveys the idea of objective analysis and evaluation of an issue in order to form a judgement. It is the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking. When reasoning plays a dominant role there is less chance of being biased or be carried away by emotions. When integrity leads one’s thoughts, human beings can take right actions to create or sustain peace in society. Many instances exhibiting students’ critical thinking was observed in the classroom.

E) Human initiatives

Teachers encourages / praises/ rewards a particularly difficult task ‘That was a good work’ commented the teacher. ‘Can the next group member come forward now? (T3-line17). Teachers breaks down the tasks into manageable chunks and appreciates its completion. Work out the details in rough now. You have to come and present it before the class afterwards.’(T3-line4). Students sustain their efforts to find solutions / to learn difficult tasks. ‘Some chorused ‘Five more minutes madam’(T3-line15)

Human initiatives mean taking the significant first steps or actions to the find solutions of a problem. Disputes occur when thoughtless actions are made. Humans should strive for development and improvement. Not all thought result in actions or desirable behaviour. The will to act must be taken by the concerned individual. However, others may support or encourage,

taking up an action depends on the self- efficacy and self-confidence of the individual. It was observed that students took initiatives and tried to complete the task successfully.

F) Tolerance

Teachers treat students with patience when they make mistakes A student replied, ‘179’. The teacher asked ‘Are you sure about this number?’ (T8-line 6) Is this the way you behave when I am out? I am not going to show you any video’. There was silence in the class now (T10-line 5). Students show tolerance towards criticisms the teacher said ‘You ask question afterwards. We shall discuss about it after she finishes.’(T1-line11)

Tolerance is the ability of patience and forbearance in face of difficulties. Violence against others increases because one is not being tolerant of differences. Showing fortitude and patience in dealing with people and situations is essential. To be tolerant of differences and accepting and acknowledging diversity is the need of the hour. The world is becoming a global village and mobility of people between nations or states is common. Heterogeneity in the population of a country brings forth its own merits and demerits. Tolerance is a virtue that shall minimise conflicts and clashes among groups and lay the path for peace.

G) Justice

Teachers are following fair practices in their everyday activities she said ‘All of you close your social science book’ (T6-line4) ‘You are not supposed to do any other thing in my class’ (T1-line 6). Teacher addresses genuine grievances of students fairly. The teacher said ‘All of you have many doubts, right now can you note it down in your notebook? We shall discuss it in another period’(T4-line4). After a pause she said ‘okay we will change the name’ and went and wrote Nishant instead of Neil on the board (T5-line7). Students are truthful in their dealings. ‘Please all of close your books and listen to me.’ said the teacher. The students kept the closed textbooks on the table and listened. (T5-line 3&4)

Justice demands fairness in the way people are dealt with. The quality of being just, righteousness, equitableness; to uphold the justice of a cause. Conflicts arise when justice for a victim is denied. Justice is central to democratic set-up. Without meting justice to unfair and wrong activities, it can’t ensure the faith of the people in good governance (Indian

constitution,1950). Justice is the backbone of a peaceful society. Integrity and fair practices were observed in the classroom.

H) Non-violence

Teachers do not show violence in actions or words towards the children. ‘As the child who was reading stopped, the teacher touched her shoulders as a signal to continue reading’ (T8-line 7). Teacher accepts/empathises with / does not hurt the feeling of students. ‘She instructed in general, ‘You are not supposed to do any other thing in my class’(T1-line6). Students give and receive feedback respectfully. ‘Good! You can go back to your place now’ (T9-line13). Students are not violent in actions or words towards others ‘The girl remained silent’ (T1-line11). Students are not aggressive towards fellow students.

Non- violence means use of peaceful means to bring in change. Not using coercion or violence to bring change. Conflicts escalate when sense of revenge fills the mind and it escalates to violence. Showing disrespect in words and actions are mild form of violence. Non-violence itself is a concept closely related to peace. Practice of non-violence against weaker creatures is extolled as humane side of individuals. Showing compassion in the face of violence is not an easy option, it requires courage to show fortitude. Non-aggressiveness is another form of non-violence and it could be observed in the classroom.

I) Unity

Teacher promotes team work/ assigns team work/ supports teamwork. I shall ask questions to the first row, anyone from this row can answer’(T6-line5). Each group was discussing about the things to write in the report. (T3-line9). Students support each other/ help each other in class and outside the class. ‘The students were discussing the points. ‘What was the color of their T shirts?’ ‘Tell me another name for a happening – another student suggested the word ‘event’? ‘Yes, that’s the right word’(T3-line8). Students contribute and participate in group tasks willingly. ‘Another student went up to the teacher and asked her in a low voice about something he had written in the notebook’(T3-line13).

Unity suggests the ability to cooperate and work as a whole without conflicts. Fights and quarrels erupt when there is fragile sense of unity. Unity if weak can easily be broken as there is lack of understanding among members of a group. The strength of a group depends on the

cohesiveness that exist between its members. It could be at the national level, state's level, a community's level or even at a classroom level. Working as team to achieve a common goal is the sign of unity.

J) Safeguard nature

There were instances where the teacher dealt with things in nature but explicit reference to saving or safeguarding nature could not be identified. 'Bhajapatras are made from the skin of a tree named 'Bhauj' (T10-line 11). 'They had to grow indigo and other such crops in that land and not any other plants. Slowly the land became barren....' (T8-line 8). There is mention of the land becoming barren because of cultivation of indigo plants. Crops like indigo were grown for profit with taking its environmental effect. It could have been pointed out to students. Instances in reference to these indicators could not be identified in the classroom. -Teachers provide opportunity to understand the gifts we receive from nature, Students pledges to protect the environment within his capacity, Students participate in activities that are environment friendly.

Safeguard nature is a value to be developed so as to avoid the misuse, wastage of natural resources. It needs us to work against things that would harm the environment.

One needs to live in harmony with nature. It provides us with all necessary resources to sustain our life. The environment has to be protected against harmful agents that endangers life at large, thus be detrimental to peace.

On exploring the classroom transactions for a peace education perspective, the observations revealed a number of insights that support the presence of conducive attitudes and values among the teachers and students. They back the existing knowledge about peace education as reflected in NCERT (2006) position paper on Education for peace. As mentioned in it, there are opportunities given in the classroom to reflect, share, care and collaborate with each other. There is scope for developing among students a set of fundamental shared values.

4.5. Section – D: Analysis of Co-Curricular and Extra-Curricular Activities

Analyzing the curriculum of upper primary level from peace education perspective was the goal of this study. The co-curricular activities are a part of the curriculum but they cater more to the emotional and social development of students. The co-curricular activities help nurture the

talents and gifts children have. It is a part of the goal of education and it aims at 'Nurturance and sustenance of multiple talents and creativity among all learners in various domains of knowledge' (NCERT, 2005). In order to study the teacher-student behaviour in the situations outside the classroom setting, observation of co-curricular and extra-curricular activities was done. The verbal and non-verbal exchanges between the teacher and the students during these activities were taken into consideration. The investigator tried to substantiate whether peace education perspective could be recognized in their interactions.

In this section the investigator presents illustrative examples of four different co-curricular activities involving the members of the entire school. The school events pertaining to co-curricular and extracurricular activities observed were as follows.

1. The first one an Assembly activity
2. The second one was Republic day celebrations
3. The third was a Science competition
4. The fourth was an Annual concert

The template followed in the presentation include presenting the event number, one-line description of the nature of the event, the setting of the event, description of the event observed and lastly essence of the interaction relevant for the study. In the transcripts, the school events were coded as SE and the line numbers were given as line1, line 2 line 3for easy reference. The last paragraph discusses the interactions in the light of peace perspective. The relevant descriptions are presented in *italics* to give credence to the findings.

These events exemplify the application of peace perspective in four co-curricular activities. As in pedagogic process discussed in the previous section, these descriptions are intended to be representative of co-curricular activities. It is meant to shed some light on the possibility of conveying peace oriented attitude in regular school practices.

SCHOOL EVENT NO: 1

EVENT SUBTITLE: Morning assembly in the open ground for all the students of the school

SETTING DESCRIPTION: The school had a big semi-circular amphitheater of around 50 feet long. There were semi-circular steps around it, which can be used for sitting also. The centre of it

had a stage which was also semi-circular in shape. It was shaded from the sun with a covering made of thick polyester sheets.

The annual calendar which is prepared by the school, plans and allots the particular 'house' to conduct on a particular week. This particular day the students of red 'house' of standard V took part in conducting the assembly.

EXCERPTS:

SCHOOL EVENT 1

NATURE OF THE CO-CURRICULAR ACTIVITY :ASSEMBLY ACTIVITY

DESCRIPTION OF THE ACTIVITY

1. School vans and rickshaws dropped the children in the entrance. The students went up to their classrooms to keep their bags. Two boys brought down a drum and started a rhythmic beating. When the drum beats started, all students started coming down in a line.
2. The students and teachers assembled in the open amphitheatre in front of the school entrance and sat down in the steps facing the stage
3. They were wearing blue, green, yellow and red uniforms. The students wearing same color uniforms sat together. So there were four sets of students each representing a house (Blue, Green, Yellow and Red) sitting in front of the stage.
4. A group of students wearing red were near the stage.
5. At first one boy came, held the mike and greeted the students with good morning.
6. He sat in the center of the stage and started giving instructions to do meditation.
7. He said, 'please close your eyes', 'chant om with me', 'take a deep breath in and slowly breathe out'
8. This chanting and breathing exercise was done three times.
9. Then he said, 'Please rub your hands and place them on your eyes', 'now open your eyes'
10. He went and another boy in red uniform came to the stage.
11. "Good morning! My name is Mayank, I shall tell the thought of the day. 'Time and tide waits for no one' he said. And he repeated it once again.

12. Another girl came forward. ‘Good morning! My name is Swapna, I shall read the news today’
13. After she read the news, another boy came to recite a poem. As he was saying he forgot his lines and stood silent with a bent head. Seeing this, the teachers standing nearby encouraged him to continue.
14. After he went, two boys came and started a quiz on sports personalities. Each house group was given a chance to answer it except the red house (as they were conducting the assembly)
15. The score was kept by the second boy and he announced the group having the highest score.
16. It was followed by a big round of applause.
17. At the end all the group members stood on the stage and asked all the teachers and students to stand up for the national anthem.
18. After the national anthem all students went back inside the school in a single line without pushing or jostling each other.
19. The assembly activity ended.

ESSENCE OF INTERACTIONS:

(SE1-line 1) Everyone except the students of nursery and kindergarten was supposed to attend the assembly. So on a rotation all the classes have a chance to perform in assembly.

Contributions in one or the other activity can be made by students of that particular class. This conveys the sense of equality of opportunities to all.

(SE1-line 7) In assembly, one of the first activities is meditation and this is a practice conducive to calm the mind. Such moments of contemplation prepare them to perform their day long activities in a thoughtful manner.

(SE1 –line 13) Opportunity to showcase talents involve the standing in front of the audience and perform. This instance the child was forgetful and hesitated in middle of his recitation. But teachers showed their responsibility and encouraged the child.

(SE1-line 14 &15)Preparing and conducting a quiz for the students involves much deliberations and planning. The students involved in the presentation of quiz were enthusiastic and prepared age relevant and interesting questions. It talks about group work and careful thinking on their part.

(SE1-line 15) It was observed that **fair practices** were followed in the competition The event of general knowledge quiz that was conducted in assembly, the organizers made sure that all the other students got opportunity to participate. And their own house was excluded from the competition. They were following a code of conduct which was impartial and unbiased.

(SE1-line 16) All students clapped for the winners. A sense of tolerance is cultivated when winning and losing in competitions is take with equanimity.

(SE1-line 17) The message of unity of the nation is hidden in our national anthem. It is a constant reminder that we all are one and we need to stay united.

SCHOOL EVENT NO: 2

EVENT SUBTITLE: The Republic day celebrations conducted in the school ground.

SETTINGDESCRIPTION: The event took place in the school ground. There were trees around the ground and there was place for students to sit in its shade. On one side of the ground there was a flat cemented space with nets for throw ball, tennis or badminton games. On another end there was place for play activities of kindergarten. One wing of the building projected into the ground and there was a high inbuilt stage of about 30 feet height here.

EXCERPTS:

SCHOOL EVENT 2

NATURE OF THE CO-CURRICULAR ACTIVITY: REPUBLIC DAY CELEBRATIONS

DESCRIPTION OF THE ACTIVITY

1. The preparation for republic day celebrations started well in advance.
2. Earlier the entire week students were practicing for the various events that are to take place in the school.
3. Every morning after the first period one group of students went down for practice either for 'yogansnas' or 'stretching exercises' to the beats of music.
4. Another set went to drill practice and another set went for march past
5. The day previous to Republic day, the ground was decorated with multi colored flags and paper decorations. Flower pots were placed systematically and aesthetically in and around the ground. A flag pole and flag was set up with ropes on a circular pedestal just below the stage.
6. Republic day celebrations started at 8 a.m in the morning.
7. The students were made to sit in their allotted place class wise and teachers stood behind them. They made sure all were sitting properly and not making much noise. There were some class monitors of higher classes too helping the teachers.
8. A senior teacher came to the dais and welcomed all the assembled people. She requested two students to escort the guest of honor to the flag pole. There were drum beats till the guest reached the flagpole. A student in khaki uniform and a cape asked the assembled people to stand. He repeated the words 'stand at ease' and 'attention' three times. Then he asked the gathering to salute the flag. The guest unfurled the national flag and another student helped him tie the ropes of the pole.
9. The student in khaki uniform began the national anthem and the entire gathering joined him in the song.
10. Once the anthem got over the guest was escorted back to his seat.
11. All the students sat down and waited for the next programme to start.
12. The guest was invited to speak. He talked about the freedom struggle and how the

youngsters can take the nation forward.

13. After he sat down, a play depicting the future household of 2500 A.D was presented. In this future everyone has to have oxygen mask and carry it around because the air had become so polluted. It conveyed the message of sustainability. Everyone applauded the actors after it got over.

14. There were drills and yogasnas and march -past after the skit got over. The students present there cheered the performers.

15. In the end all students were given refreshments and they relaxed in the ground.

ESSENCE OF INTERACTIONS:

(SE1-line 3) The physical health of the individual depends on the food one eats as well as the fitness of the body. Although the students get to learn and do many physical exercises the particular day it was showcased for all. Remaining active keeps the mind sound as the proverb conveys, 'a sound mind in a sound body'. Productive and constructive work needs one to keep their body healthy.

(SE 2–line 13) One of the themes of the extracurricular activity (play during republic day celebrations) was making a play on **safe guarding nature** for future. It was a good opportunity to convey the message of sustainability and preservation of the environment.

(SE2-line 4) Coordination and discipline was seen in the way students maintained orderliness in physical exercises during republic day parade.

(SE2-line 7) Etiquettes and good manners talks about the sense of responsibility that students have. They learn appropriate behaviors from their teachers as well as other students.

Inappropriate behaviors are immediately pointed out by others and message of doing things rightly is learnt by the students.

SCHOOL EVENT NO: 3

EVENT SUBTITLE :Inter-school Science competition on robotics

SETTING DESCRIPTION: The school had classrooms around a central open space. It had three floors which could be accessed from the central open space. For the sake of competitions all the classrooms were converted into exhibition hall. Each floor had mike system through which common announcements could be made.

EXCERPTS:

SCHOOL EVENT: 3

NATURE OF THE CO-CURRICULAR ACTIVITY: SCIENCE EXHIBITION CUM COMPETITION

DESCRIPTION OF THE ACTIVITY

1. The preparation for science exhibition cum competition started well in advance. Lists of schools and their participants, invitations to judges, messages to parents and students, procuring the required resources etc... were finalized. Various school committees were made to look after each aspect of the event.
2. Age wise groupings were made and there were two levels of participation. One competition was for primary level and another was for secondary and higher secondary school students. There were 40 students from different schools were participating in it. The students were in pairs and they were to present the model they made and explain it to the judges and the visitors. The models were robotics and work on the electric circuits.
3. Five classrooms were cleared of the regular arrangement and desks were placed side to side in three parallel rows longitudinally. A white cloth was spread over the desks. Sections were made and numbers were placed on the desks.
4. The competing students registered themselves as soon as they came to the school. Each pair was given a number and they had to place their model on the desk in which that number was pinned. All the participants took their respective places. The in-charge teachers checked their names and the school from which they have come. It was announced in the mike in the central hall that the competition is about to begin. It could be heard through the speakers placed in all the floors of the school.

5. The judges arrived and they were oriented about the number of participants, the evaluation criteria and the marking system. The judges were given a badge to wear indicating their role. They were each given a writing pad and an evaluation sheet.
6. One judge started making her round from one classroom and another from another classroom. She went to one pair of participants at a time and asked about the model made by that pair.
7. The competitors explained the principles and tasks performed by the model to the judges. There were models that climbed over a slope and performed some tasks, some floated on water and some cleaned the surface of dirt. There were charts with diagram showing the blueprint of the models. Each model was also given a unique and creative name by the students.
8. The judges after viewing all the models and giving the points or marks, assembled in the principal's room and had a discussion.
9. The visitors were now allowed to view the models and interact with the students.
10. The judges finalized the winners and their names were announced in the speakers.
11. There was a round of applause and the students were congratulating the winners.
12. The judges gave way the prizes and rounds of photographs were taken. A souvenir was given to each judge and felicitated for the service rendered.
- 13.** All the gathering departed after the competition got over.

ESSENCE OF INTERACTIONS:

(SE 3 –line 1) Whenever there are big scale events involving the participation of other schools, the host school has to take a lot of initiatives to prepare extensively to accommodate and arrange things according to the need of the event. The tasks performed by the teachers convey the idea of maintaining cohesiveness among the group by supporting one another.

(SE3-line 2) Age appropriate grouping is needed as it suggests the groups of same age range will have skills similar to each other. Higher classes have much more exposure and experience and so such constraint is required. It is only fair that opponents of equal caliber are contested with each other. By making same age group in competition, fair practices are followed.

(SE3-line7) Co-curricular activities are extension of classroom learning. The scientific or literary or physical agility learnt in regular class sessions are put to practice in co-curricular activities. They provide opportunity to show-case one's innate and distinct ability. Critical thinking and scientific temper among students is developed through such science competitions.

(SE3-line 11) When co-curricular activities are organized, it is meant to benefit the entire set of students of the school. The inspiration to imitate or replicate the performances of the participants arises in the minds of students.

SCHOOL EVENT NO: 4

EVENT SUBTITLE : Annual concert for the entire school.

SETTING DESCRIPTION: The concert was held in an public auditorium. It had space to accommodate around thousand people. There were inbuilt mike systems and other facilities like speakers on all sides of the hall. There were green rooms at the back where children can go and change and relax.

EXCERPTS:

SCHOOL EVENT: 4

NATURE OF THE CO-CURRICULAR ACTIVITY: ANNUAL CONCERT

DESCRIPTION OF THE ACTIVITY

1. The preparation for the annual concert started a month before the actual day.
2. It was conceptualized at the school level after a series of discussion with the teachers and principal. The theme it covered was 'the world is one family'.
3. The actual day programme was held at a public auditorium as there was not enough space in the school to accommodate the guests, parents and students.
4. Every day two hours of practice was done. Although the steps were choreographed by the dance teacher, the songs and music by music teachers and the dialogues by the drama and language teachers, a set of selected teachers were given the duty of one dance or drama item. They were given the task of managing the students and were supposed to accompany them when they went for practice.

5. On the previous day of the concert these teachers were made to collect the bundle of costumes and distribute it to the students according to their respective sizes. The teachers had prepared a list and they were inserting a check mark as each student collected his or her costume. The students were given instructions as to how to take care of the costumes and a note to the parents about how to get them ready for the event.
6. On the day of concert, a bus was arranged from their boarding points to the public auditorium. Once they reached the venue, all the participating students gathered in the green room behind the stage and got ready.
7. The programme started with the arrival of chief guest. The chief guest, the guest of honour and the members of the school management took their place in the first row of the auditorium.
8. A senior teacher was anchoring the session. She first invited the dignitaries to come to the stage and light the decorated lamp as mark of commencement. Once the lighting of lamp was done the dignitaries came down to take their seats. The anchor thanked them and announced the first performance. A group of five to six year olds performed a dance to welcome the parents and guests. They held a 3D-replica of the alphabets W-E-L-C-O-M-E and ended their dance.
9. There were dance forms from various countries like France, United States, Australia and Egypt performed by different sets of students conveying the message of oneness.
10. The annual report of the school was read out by the principal. It was followed by speech of the Chief Guest and Guest of honor. The vote of thanks was given by another teacher.
11. As the programme ended all students chorused 'hip hip hurray' three times and the entire hall echoed with the sound.

ESSENCE OF INTERACTIONS:

(SE 4 –line2) There was cooperative effort among the teachers and the ideas or themes each teacher presented were discussed in a common forum before taking up one which was agreed upon by all other teachers. This shows the voice of teachers are heard and not what is decided by the head of the school.

(SE4 line 2) The theme of the concert itself was meant to present a global viewpoint and acceptance of the culture of other places.

(SE4-line 4) Unity and cooperation of the teachers and well-coordinated efforts was seen in their behavior. They kept the morale of the students high and saw to it they put their best forward.

(SE4 –line 11) Successful completion brings in satisfaction and happiness. The participants and teachers were showing their **freedom in expressing** their joy. It was observed that on completion of the event the students expressed their joy freely.

4.5.1. Discussion

The co-curricular and extracurricular activities were observed as specified in the methodology chapter. Among the many activities planned by the school and implemented as co-curricular or extra-curricular activities, a few of them have been considered here. The indicators mentioned in the previous section supported the observation of these activities in the school.

The presence of the themes in the activities were identified and described below. The illustrations that offers evidence to it is presented below.

A) Responsibility

Teachers and students have stake in the co-curricular and extracurricular activities. Students contribute /sustain efforts in participation in outside classroom / co-curricular activities. Students and teachers take **responsibility** to present well organized programmes. *‘After he went, two boys came and started a quiz on sports personalities. Each house group was given a chance to answer it except the red house (as they were conducting the assembly)’ (SE 1-line14).* The students and teachers have to plan and practice for many hours before any event is organized in the school. In group activities students learn the value of doing one’s duty and responsibility. *‘They made sure all were sitting properly and not making much noise. There were some class monitors of higher classes too helping the teachers’ (SE 2-line 7).* *‘Various school committees were made to look after each aspect of the event (SE 3-line 1).* Teachers are responsible for utilizing the resources, for making optimum use of materials which are needed in co-curricular and extra-curricular activities. *‘The in- charge teachers checked their names and the school from which they have come’ (SE 3 –line 4).* Responsibility for maintaining orderliness in physical exercises during republic day parade was seen in the behaviors of teachers and students. *‘.....a set of selected teachers were given the duty of one dance or drama item.*

They were given the task of managing the students and were supposed to accompany them' (SE 4-line 4).

The concept of responsibility is synonymous with accountability. It means not deviating from one's duty but also show allegiance to one's commitment. The other concepts related to it are trust, commitment, obligation and dedication. Responsibility means a duty or obligation to satisfactorily perform or complete a task. Teachers and students exhibited responsibility in the co-curricular activities.

B) Equality

Students have equal chance to participate in outside classroom/ co-curricular activities.

'Earlier the entire week students were practicing for the various events that are to take place in the school' (SE 2-line2). When co-curricular activities are arranged there is

equal allocation of responsibility to all teachers. All the class teachers were given a particular task. Everyone was busy in one activity or the other. *'The students and*

teachers assembled in the open amphitheatre in front of the school entrance and sat down in the steps facing the stage' (SE 1 –line 2). The idea of equality could be learnt from

such activities.

In any set of people equality does not arise on its own, it is always cultivated through bonding. It can be established only through understanding. Equality in accessing knowledge, equality in making such access possible through equal opportunity is a key dimension in purpose of education. When individual show respect / treat others in his surrounding as equal, it would contribute towards an egalitarian, democratic and peaceful society. The observations showed that the teacher knows the strengths and weaknesses of her students and supported them in their activities.

C) Freedom

Students have choice in co-curricular activities. The participants and teachers were showing their **freedom in expressing** their joy. It was observed that on completion of the

event the students expressed their joy freely. *'As the programme ended all students chorused 'hip hip hurray' three times and the entire hall echoed with the sound' (SE 4-line 11).*

In common understanding freedom means to do anything one wants to, move anywhere one wants to, and speak anything one wants to. But when it encroaches upon another's space it

becomes undesirable and unacceptable. Freedom in school setting is given to bring about student's welfare and overall enrichment. That is the intention in giving freedom. Initiatives towards betterment of oneself can occur only if people enjoy freedom. It was observed students had freedom to contribute or participate in events.

D) **Critical thinking**

Students use higher order thinking ability and make projects/ speeches/ poems /debates etc. when there are co-curricular activities. The science competition held in the school showcased the student's ability to **create new things**: the **critical thinking** ability and scientific temper among students is developed through such co-curricular activities. *'The students were in pairs and they were to present the model they made and explain it to the judges and the visitors. The models were robotics and work on the electric circuits (SE 3-line 2)*

Critical thinking is the ability to think clearly and rationally about what to do or what to believe. It shall enable them to be independent and not be under the shadow of another. Critical thinking with broad vision will lead us towards beneficial solutions. When integrity leads one's thoughts, human beings can take right actions to create or sustain peace in society. The opportunity to exhibit the learning in science like laws and principles of currents or gravity or mechanics when used in objects it requires a critical and reasoning mind. Many instances exhibiting students' critical thinking was observed in the co-curricular activities.

E) **Human initiatives**

Students volunteer to participate and engage in co-curricular activities *'Earlier the entire week students were practicing for the various events that are to take place in the school' (SE 2-line 2)*. Whenever there are big scale events involving the participation of other schools, the host school has to take a lot of initiatives to prepare extensively to accommodate and arrange things according to the need of the event. *'Lists of schools and their participants, invitations to judges, messages to parents and students, procuring the required resources etc... were finalized. Various school committees were made to look after each aspect of the event' (SE 3-line1)*. Speech by the invited guest covers the efforts made by our forebears in getting freedom for our country. Liberation is the corner stone of peace and harmony. *'The guest was invited to speak. He talked about the freedom struggle and how the youngsters can take the nation forward (SE 2-line 12)*. The students

took efforts to prepare the models. *'The competitors explained the principles and tasks performed by the model to the judges. There were models that climbed over a slope and performed some tasks, some floated on water and some cleaned the surface of dirt. There were charts with diagram showing the blueprint of the models. Each model was also given a unique and creative name by the students (SE 3-line 7)*

Human efforts and initiatives are essential for co-curricular activities. The abilities one has can be showcased only if proper initiatives are taken. Actions are as important as thoughts or words. They decide the destiny of a person. However, others may support or encourage, taking up an action depends on the self- efficacy and self-confidence of the individual. The teachers and students took initiatives and tried to complete successfully the tasks associated with the co-curricular activities. .

F) **Tolerance**

Students show tolerance in co-curricular activities Display of **tolerance** and the virtue of being patient was seen in co-curricular activities of assembly. One learns to be tolerant and exhibit good manners partly because of the teacher's instructions, partly it becomes a habit that is cultivated.

Tolerance is the especially needed when there is diversity. Variations and differences are found in abilities and interests of students. There may be others who are weak in certain areas. Showing fortitude and patience in dealing with people and situations is essential. To be tolerant of differences and accepting and acknowledging diversity is the need of the hour. Heterogeneity in the population of a country brings forth its own merits and demerits. Tolerance is a virtue that shall minimise conflicts and clashes among groups and lay the path for peace. Tolerance was observed in co-curricular activities.

G) **Justice** in co-curricular and extracurricular activities

Students accept success or failure in co- curricular activities with equanimity. It was observed that **fair practices** were followed in competitions. The event of general knowledge quiz that was conducted in assembly, the organizers made sure that all the other students got opportunity to participate. They were following a code of conduct which was impartial and unbiased. *'It was followed by a big round of applause'* (SE 1-line 16).

Justice is associated with the terms impartiality, fairness and objectivity. Rules or expected behaviour is same for everyone in the class or outside. Conflicts arise when justice for a victim is denied. Justice is central to democratic set-up. Justice is the backbone of a peaceful society. Integrity and fair practices were observed in the co-curricular activities.

H) **Nonviolence**

Students practice non aggressiveness in co-curricular activities like games/sports/competitions. *'There was a round of applause and the students were congratulating the winners' (SE 3-line 11)*. In assembly, one of the first activities is meditation and this is a practice conducive to non-violence. Such moments of contemplation prepare them to perform their day long activities in a thoughtful manner. Non-violence conveys the message of security. Non-violence offers and creates a safe and secure atmosphere where children don't feel threatened. Showing disrespect in words and actions are mild form of violence. Non-violence itself is a concept closely related to peace. Practice of non-violence against weaker creatures is extolled as humane side of individuals. Showing compassion in the face of violence is not an easy option, it requires courage to show fortitude. Non-aggressiveness is another form of non-violence and it could be observed in the co-curricular activities.

I) **Unity**

Students take part in co-curricular activities that demand group work . *'At the end all the group members stood on the stage and asked all the teachers and students to stand up for the national anthem' (SE 1-line 17)*. *'The student in khaki uniform began the national anthem and the entire gathering joined him in the song (SE 2-line 9)*. The students and teachers prepared for concert where a theme of unity and cooperation is projected. The actions of teachers convey the idea of maintaining cohesiveness among the group by supporting one another. Selecting such a theme which projects unity helps in finding about what people in other parts of the world think and do. World unity or global unity is developed by such co-curricular activities. *'There were dance forms from various countries like France, United States, Australia and Egypt performed by different sets of students conveying the message of oneness' (SE 4-line9)*.

Unity in a group is developed when a group accepts all individuals as a member of the group. Unity and solidarity is seen when members give comfort and support in failures and delight in

happiness. Unity if weak can easily be broken as there is lack of understanding among members of a group. The strength of a group depends on the cohesiveness that exist between its members. It could be at the national level, state's level, a community's level or even at a classroom level. Working as team to achieve a common goal is the sign of unity. It was seen during the co-curricular activities performed in the school.

J) **Safeguard nature**

Students participate in co-curricular activities like field trips or gardening. One of the themes of the extracurricular activity (play during republic day celebrations) was making a play on **safe guarding nature** for future. It was a good opportunity to convey the message of sustainability and preservation of the environment. *'...a play depicting the future household of 2500 A.D was presented. In this future everyone has to have oxygen mask and carry it around because the air had become so polluted. It conveyed the message of sustainability' (SE 2-line13).*

Safeguard nature is a value to be developed so as to avoid the misuse, wastage of natural resources. It needs us to work against things that would harm the environment.

One needs to live in harmony with nature. It provides us with all necessary resources to sustain our life. The environment has to be protected against harmful agents that endangers life at large, thus be detrimental to peace.

4.6. **Conclusion**

On considering the co-curricular and extracurricular activities for a peace education perspective, the observations revealed a number of insights that support the presence of conducive attitudes and values among the teachers and students. There are opportunities given in the activities to reflect, share, care and collaborate with each other. There is scope for developing among students a set of fundamental shared values. 'Co-curricular activities are activities done outside the classroom to achieve the goals of the formal subject learning. Extracurricular activities are complementary in the sense that they do not directly relate to subjects or formal curriculum, but are helpful in achieving the goals of education' (NCF, 2005).

Firstly in terms of responsibility, we find that the co-curricular activities help in creating commitment to tasks and efforts to fulfil them to the utmost. Responsibility and leadership go hand in hand. The students organized activities under the guidance of teachers. Students get

opportunity to develop qualities like taking initiatives, judgment, tolerance and directing their own path. They become responsible for the directions they take in life. The thinking required for planning and making independent judgments are contributing factors in bringing harmony in the setting of the school. Social cooperation or unity is recognized as an important aspect of citizenship and peace. As a final note it can be said that affective abilities like taking responsibility, showing equality, freedom, critical thinking, human initiatives, justice, tolerance, non- violence, unity and safeguarding nature provide a lens to perceive peace education in co-curricular and extracurricular activities.