

CHAPTER-V

FINDINGS AND DISCUSSION

5.1. Introduction

The major objective of this study was to study the curriculum of upper primary level from peace education perspective. Therefore, the basic thrusts were: (1) exploring the concept of peace education, (2) how the concepts are ingrained in the textbooks designed and followed to teach students, (3) how the teachers have been transacting the same in the classroom teachings and (4) how is it nurtured in the co-curricular and extracurricular activities in the primary schools. As per the objectives of the study, findings related to conceptualization, peace perspectives in textbook, transaction in classroom, and in co-curricular and extra-curricular activities are presented standard-wise with discussion of findings. In the discussion section, the researcher has tried to cross examine the findings that are derived from the study with the related studies on peace education and school curriculum. Based on the discussion of the findings, the final findings are derived and presented after the discussion.

5.2. Findings and Discussion

The discussion on the findings of the study of the curriculum of upper primary level from peace perspective are presented briefly below.

5.2.1. Conceptualization of Peace Education in Curriculum of Primary Education

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. The conceptualization included identifying a set of indicators of peace education perspective. This step developed a framework to analyze the textbooks, pedagogic processes and co-curricular and extra-curricular activities - the three essential components of curriculum. It was conceptualised in terms of peace themes viz., Responsibility, Equality, Freedom, Critical Thinking, Human Initiatives, Tolerance, Justice, Non-violence, Unity, and Safeguarding Nature. In line with these indicators, peace education perspective was studied. The perspective taken for conceptualization are presented 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 marginalized 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

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. **Safeguard 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

As a final note, it can be said the affective abilities (that has to be integrated along with cognitive and psychomotor abilities) like taking responsibility, showing equality, valuing freedom, having critical thinking mind set, taking human initiatives, valuing justice, being tolerant, following non- violence, valuing unity and safeguarding nature provide a lens to perceive peace education in the curriculum at school level.

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. In the following sections - Section C and Section D, the analysis of pedagogic processes, co-curricular and extra-curricular activities have been presented.

5.2.2. Peace Perspective Found in Textbooks

A brief and consolidated account of peace perspective found in upper primary school textbooks is presented below.

5.2.2.1. Peace Perspective Found in Standard VI English Textbook

Peace perspective in Standard VI English textbooks as found in terms of the ten themes are as below with its discussion.

1. There were instances reflecting the responsibility associated with the various roles an individual play in the society like that of hosts, family, friends, students and so on.
2. Equality in terms of uniqueness of everyone and dissimilarity in ideas of each was brought out in the texts.
3. The facets of freedom like, freedom to dream and freedom of artistic expression are presented in chapters.
4. Directions are given for thinking critically and creatively for creating useful products from waste.
5. Texts mention how scientists and writers invent new things as a result of critical thinking.
6. Efforts and initiatives are taken by members of family for fulfilling each other's goals.
7. The message of unity is conveyed through the stories.
8. There are activities in units that encourage team work.
9. The ideas related to nature and protecting of nature is found, using resources properly and ideas related to animals on verge of extinction were also found.

The standard VI English textbooks of semester 1 and semester 2 have six units each. The unit 'The world of colours' and 'Many kinds of Art' are about creative arts like painting or designs or sculptures. The units 'Amazing Animals' and 'Bird's eye view' is about the animal

world and it contains facts on animal species and animal stories. ‘Water, water everywhere’ and ‘Water for all’ has stories and poems and narrations based on the theme of water. The units ‘Trash to treasure and ‘Reuse, reduce recycle’ are meant to give ideas about using resources judiciously. ‘Invention’ and ‘We can invent’ are units that give importance to thinking about creating new and beneficial things. The unit ‘Shadow and light’ is focusing on nature and the unit ‘What a wonderful world’ is on the diversity and uniqueness of places and things of 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 activities that are designed to stimulate the students’ thinking as well as make them work as teams.

The researcher could find that themes providing a peace perspective is already woven in the contents of the chapters in the English textbook of VI standard. These findings concur with other research findings which mention that ‘peace education components were taught in the curriculum of language courses’ (Demirel, 2009) and that ‘language teaching can integrate peace components’ (Mondal, A. & Mete, J., 2014).

The theme of unity identified in the textbook content goes with the idea of ‘cooperation’ (Sakade, 2009) ‘teaching students cooperative efforts’ (Johnson, 2005) and ‘presence of the concept and value of cooperation’ (Demirel, 2009). Ability to work with others and help others can be done through participation of joint activities. Activities encourage team work. The activities of group work described are meant to ‘encourage each other’ (Sakade,2009) and ‘sharing’ (Akudolu, 2010).

There is coverage to sustainability in chapters as mentioned in literature like ‘ecological awareness’ (Reardon, 2001) and ‘preservation of planet’ (Akudolu, 2010) 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....

There are ‘competencies and values to build and maintain peace’ (Johnson et al, 2005) and they have ‘to enhance an individual’s potential and liberate her’ (Bartlett, 2008). In such terms we find the message of **responsibility, equality, unity, justice and freedom** are conveyed through the stories - of how colours of rainbow fight and then makeup (The world of colours - 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.

5.2.2.2. Peace Perspective Found in Standard VI Social Science Textbook

Indications of peace perspective in Standard VI Social Science textbooks were found in terms of the ten themes and the discussion of the same is presented here.

1. The chapter 'Rights and Duties' is suitable for clarifying the concept of equality, freedom and responsibility.
2. Many ideas related to civic responsibility, political responsibility and social responsibility are found.
3. There are instances of responsibility for students as future citizens of the country.
4. Similarly, the responsibility of the government towards its citizens is also explained.
5. The responsible behaviour of the kings of olden times can be taken as illustration to explain the nature of a leader's responsibility.
6. The themes of gender equality in ancient times too can provide opportunity to discuss gender issues of present times.
7. Democratic way in which members discussed and peacefully solved their administrative problems can be another discussion point on equality and freedom.
8. Compassion and the way of equal treatment to poor people through Lok Adalat also finds mention.
9. There are sections in the textbooks which makes students to think critically on certain issues.
10. Tolerance and compassion as preached by Buddha, Mahavir is explained.
11. There are discussions on how to raise voice against injustice.
12. Non-violence in the form of compassion to even animals and how non-violence was accepted and promoted by Emperor Ashoka is found here.
13. Many instances of nurturing unity are mentioned.
14. The ideas related to celebrating environment days is introduced which shall help in safeguarding nature.

The scope found in textbook standard VI Social Science subject for providing necessary inputs for developing a peace mind set are in the three main areas of Social Science; History, Geography, and Civics. The History chapters in semester 1 textbook deal with generic topic like sources of history and also about the pre-historic time line of mankind. One chapter is about ancient towns like Harappa and Mohenjo-Daro. The chapters in second semester deal with Vedic age, 6th and 7th century governance, Gupta empire and the famous Mauryan ruler King Ashoka. There is one complete chapter on saintly souls like Buddha and Mahavira. In Geography chapters we find two chapters on geographical features of Gujarat and one on the continents of Antarctica and Australia. In Civics textbook, 'Citizenship' and 'Unity in diversity' are the two chapters of semester 1. Whereas the children are introduced to Local self-government in rural and urban areas, Disaster management, Rights and duties, and Social life of Gujarat in the second semester textbook. In all there are 21 chapters in Social Science textbook of VI standard.

Demirel (2009) found that peace concepts were emphasised in Science, Social Science and language courses of primary curriculum of Turkey. In line with the said idea, we find numerous peace concepts were identified in the upper primary curriculum textbook of Social Science. True to findings that 'peace concepts were greater in History textbooks and less in commerce textbooks' (Rajam, 1990), the more number of explicit peace concepts are found in the history chapters on 'Amalgamation of peace and non-violence' (page 54) and the chapter 'Emperor' (page 64). It describes how saints like Gautam Buddha and Mahavir Swami preached non-violence, tolerance and how they advised 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 and became an apostle of non-violence. The futility of wars is brought out in this lesson. Themes of 'diversity vs. discrimination' (CDR, 2002) 'Cultural diversity' (Reardon, 2001) finds a reflection in the chapter of 'Unity in diversity' (Page 39). We can find positive potential of textbooks in fostering peace mindset as they 'stress commonalities and not the differences' (Georgescu & Bernard, 2007). Peace education envisaged at this level mentions about how to increase the responsibility of nations, cooperation among countries and bring about tolerance for differences (Solomon, 2002; Bretherton, D. et al, 2005). There are views on human rights (UNESCO, 2005) and democratic citizenship (Harris, 1988). Human rights perspective cut across the subject boundaries or the classrooms to the entire spectrum of

the campus life and even beyond. The underlying principles of human rights are equality, freedom and justice. Indian constitution, which is the guiding light for our country's democratic governance, too supports the values of human rights. Moreover, the challenges to peace like population explosion, unemployment, global warming, toxic wastes, pollution, nuclear armament, religious fundamentalism, terrorism, extinction of species, and deforestation etc. can be overcome with the development of appropriate attitudes of responsibility and cooperation.

5.2.2.3. Peace Perspective Found in Standard VII English Textbook

Indications of peace perspective in Standard VII English textbooks were found in terms of the ten themes. The discussion of the same is presented here.

1. The contents of the English textbook cover more of personal responsibility and family responsibility.
2. There are instances of irresponsibility mention can be used by the teacher to clarify the concept of responsibility.
3. The idea of responsibility of family members in taking care of their wards is presented here.
4. Public servants have a definite role in up keep of the society. Their responsibility is to perform multiple roles for the benefit of public.
5. The instances of inequality are described. They can be used to point out the importance of equality and about the nature of equality.
6. Freedom from dependence, ignorance, fear, undesirable habits are a few ideas put through the poem 'Where the mind is without fear'.
7. Questions 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.
8. Dreams about future can become reality through on proactive actions. Instances reflecting the human initiatives to build one's own path is found.
9. The students are given an understanding about the life of the disabled. The texts exhort them to show compassion to towards them.
10. The activities are designed for team work and cooperating with fellow students.
11. Ideas related to sustainability are discussed and judicious use of precious resources like water is stressed.

The Standard VII English textbooks of semester 1 and semester 2 has six units each. The unit of semester 1 explores the ideas and concepts of symbols and symbolic language use, puzzles, advertising, poetry, values and mathematical concepts of counting and calculating in real life, and patriotism. In second semester, the units are on important resources in the world and how to use them properly, how things work, various sports, health and nutrition and art. The various language tasks are designed to give practice in language skills of reading, writing and speaking. But there are instances and stories which convey peace messages to students. There are sections that are designed to stimulate the students' thinking.

According to Georgescu, D. & Bernard, J. (2007), the peace content in textbooks has to 'help project the concept of humanity' which is found in the poem 'Where the mind is without fear' (Page 3) and in 'Making of the Mahatma (Page 52). Moreover, the peace oriented textbook content has to 'reflect learner's life experiences' (Georgescu, D. & Bernard, J., 2007). Friendship between one another and feeling associated with it are relatable experiences in one's life, which is found in poems 'It's a puzzle' (Page 20) and 'A poem for a friend away on a trip' (Page 31). Excerpts from 'Swami and Fiends' (Page 42) deals with family relationships that students can easily relate to. The contents and exercises have to teach students about 'Cooperation' Sakade, N. (2009) 'teaching students about cooperative efforts' Johnson, D.W. (2005) 'value of cooperation' Demirel, M. (2009). The students are invited to offer help and support to fellow students while activities are being completed (Page 9, Page 16, Page 33). 'Love and sensitivity' are the attributes found by Demirel (2009) in curriculum of Turkey's primary curriculum. Here in chapters of English, it was found to have reflected that. The students are given an understanding about the life of the disabled. The texts exhort them to show compassion towards them. It asks them about how they can bring happiness in the life of a person who is disabled (Page 20). The way injustice is done to the hunter's son Ekalvya (Page-22) can be used to bring out the importance of fair practices in our dealings with the disadvantaged sections of the society.

5.2.2.4. Peace Perspective Found in Standard VII Social Science Textbook

Peace perspective in Standard VII Social Science textbooks were found in terms of the ten themes are presented here.

1. The ideas related to responsibility is presented in the chapter 'Consumer in the market'.

2. Similarly, responsibility towards public property is discussed in another chapter named 'Public Property'.
3. Responsibility demands hard work and sacrifices as exemplified by the actions of King Harshavardan.
4. 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.
5. The discourses on 'Courts' (page 20) and their importance have the scope of increasing knowledge on justice and equality.
6. There were instances reflecting the human initiatives and mankind's progress
7. The themes of unity in diversity and learning to live together is found in the chapter on 'India: social life' (page 68) deals with ideal of 'unity in diversity'.

There is ample scope found in textbook of standard VII Social Science subject which covers 21 chapters for providing necessary inputs for developing a peace mind set. The History chapters in semester 1 deal with the rulers of India in the pre- medieval period and the medieval period. Whereas in second semester we find reference to Medieval rulers of Gujarat, Mughal empire, medieval architecture and various saints of that period. In Geography chapters we find content devoted to generic topics like motions of the earth, location and time. There is also one chapter on India's physiography. In second semester two more chapters about India as a country and one chapter on the continents of America and Europe. In Civics the children are introduced to government and administration at state level in the first semester. The courts, consumers in market, public property and social life of India are the topic covered. In total there are 21 chapters considered in VII standard.

The content of textbook of Social Science has impact at personal level, social level and at environmental level' (NCERT,2004). Peace education is directed at how to increase the responsibility of nations, cooperation among countries and bring about tolerance for differences (Solomon, 2002; Bretherton, D. et al, 2005). It assumes that the political, social and economic conditions prevailing in the world can be positively influenced by inculcating peace-oriented attitudes. Secondly, there are peace education views on sustainable development (Muschett,1997; NCERT, 2004) encompassing the entire world, not just within the geographical location of a country. It too points out to the responsibility we have towards nature and how

resources can be optimally shared among nations. The views on human rights (UNESCO, 2005) and democratic citizenship (Harris, 1988) also find a place in the texts. Gandhian studies on peace mention *ahimsa* (non-violence) and *sathyagraha* (path of truth) as leading ideas to bring about peace in the society (Devi Prasad, 1984). Lastly, the very idea of personal transformation (Reardon, B., 2001; Wells, L.C., 2003; NCF, 2005; Bartlett, 2008; Sakade, N.,2009) as another essential goal of peace education becomes possible when children are taught independent thinking, communication and skills of critical inquiry. Critical thinking and taking initiatives or actions based on the outcomes of critical thinking are the necessary components of peace education. Such themes find mention in the chapters of standard VII textbook.

5.2.2.5. Peace Perspective Found in Standard VIII English Textbook

Peace perspective in Standard VIII English textbooks were found in terms of the ten themes. The discussion of the same is presented here.

1. There are instances about public servants who keep duty above friendship as in the case of the patrol man in the story ‘After Twenty Years’
2. Group work and collaborative work suggested in the textbook promote unity.
3. The social responsibility of public servants is explained.
4. Equality is the way each individual can have his or her point of view or opinion is mentioned.
5. Freedom of choice is brought out in the chapter on ‘What’s the evidence’
6. Critical thinking activity on how to write neutral summary (Writing about writing – page 8) encourages the students to follow the reasoning and referencing properly.
7. Scientific explorations and initiatives of scientists have helped us expand our understanding of the universe.
8. The poem ‘At the theatre’ suggests the proper way of behaving in public places. Rude and unkind behaviour would hurt feelings of others.
9. Compassion for animals and kindness is reciprocated when one treats the animals well.
10. Many activities that promote group activity and unity among students are found.
11. Beauty of environment is brought about in the poem ‘Water Dance’ (Page 3) and it stresses the importance of water.

The Standard VIII English textbooks of semester 1 and semester 2 has six units each. The units of semester 1 is about Nature and landscapes, Man's relationship with animals, friendship and duty, basic manners in public places like theatre, adventure of a station master and his encounter with a tiger and the special festival of Gujarat – Tarneter fair. The second semester units cover varied topics like learning to write systematically, make summaries, expressing one's point of view, how to write authentically, and making careful analysis. The various language tasks are designed to give practice in language skills of reading, writing and speaking. But there are instances and stories which convey peace messages to students. There are sections that are designed to stimulate the students' thinking. 'Communication (CDR, 2002; Sakade, N., 2009) is important component of peace education. Learning to articulate appropriately and humanely with others can be encouraged through language tasks. There is suggestion for working cooperatively with classmates. Communication directly 'encourage the idea that productive solutions can be possible through negotiations and fair compromises' (Georgescu, D. & Bernard, J. 2007) The members have to 'Encourage each other' Sakade, N. (2009) and know about 'Sharing' Akudolu, L. (2010). We find instances where the responsibility of family members in encouraging one another is brought out in chapters. The children are asked to be tolerant. And that they should always show tolerance for other's beliefs. 'Preservation of planet' (Akudolu, L., 2010) 'Ecological awareness' (Reardon, B.,2001) are to be part of peace education content. Awareness about safeguarding nature by conservation activities is discussed here in the first unit. The students are advised to work together in activities that foster environmental protection. They are advised to organise tree plantation activities and form groups and discuss ways of conserving water.

5.2.2.6. Peace Perspective Found in Standard VIII Social Science Textbook

Peace perspective in Standard VIII Social Science textbooks were found in terms of the ten themes. The discussion of the same is presented here.

1. Social Science content of this standard covers civic responsibility, political responsibility and social responsibility.
2. There are explanations on the direct participation of public in administration and their responsibilities.
3. Responsibility towards public welfare by reformers is mentioned.

4. The role of UN and its peace-making efforts is brought out in the contents of this chapter 'The United Nations'.
5. There are instances of government's responsibility towards people and also about individual's responsibility towards the family, community and the country.
6. Even responsibility of opposition leaders in guiding the ruling government is explained.
7. Gender inequality that were present before reforms took place is mentioned. Political equality too finds mention in texts.
8. The role of efforts and sacrifices in gaining freedom is extolled in the chapter 'Following the Mahatma -part I'
9. Critical thinking in testing the student's ability to reason and ability to take actions is found here.
10. The reasons for violence are discussed, which can give better understanding about why conflicts arise.
11. The instances are mentioned on the ways to develop unity among the people of the country through media.
12. The ideas related to nature and protecting environment is introduced.

As can be seen above, ample scope was found in textbook of standard VIII Social Science subject for providing necessary inputs for developing a peace mind set. The History chapters in semester-1 textbook deal with the sequence of events from the arrival of Europeans in Indian soil to the first freedom movement of 1857. Whereas in second semester we find the events from beginning of the nationalistic movements and social reforms to the time India became independent. In Geography chapters we find content devoted to environmental issues as well as the two major continents of the world. In Civics the children are introduced to Indian Constitution for the first time and also on the role of parliament in the first semester. The judiciary, economic system, human resources, India's challenges and introduction to U.N are main chapters in second semester. In total there are 23 chapters considered in standard VIII.

Standard VIII is the final level of the upper primary education. After this level students would enter the secondary stage of school education. The choice of content of this standard is adequate enough to meet the objectives of the level and in turn provide opportunity for developing peace-oriented outlook. The major themes in peace education discourses deal with problems like the world wars (Brock-Utne, B. 1989; Smoker, 1996; UNESCO, 2005; UNESCO,

2011), the reasons for such wars, nuclear disarmament and the efforts of United Nations in bringing in peace between warring countries. It is found in chapters of standard VIII. A perspective of peace education can be identified in the texts and narratives in terms of responsibility. A sense of responsibility for an individual starts at the family and friends' level. As a person grows, the responsibility he has towards others keeps increasing. 'Social responsibility' and 'social purposes' (Reardon, B., 2001) are part of peace education framework. The social responsibility of the reformers; social and religious were in trying to bring changes in that period can be equated with building 'positive' peace which is defined as 'imbalanced advantage that is built into the very social, political and economic system' (Gultang,1969). In peace literature this is pointed out as combating 'structural violence' (Gultang,1969) and ideas of 'positive peace'(Gultang,1969). The political responsibility of common citizens and their role in parliamentary rule is stressed. We find 'democratic values' (Harris, 1988) stressed in peace literature. One of the chapter Supreme court which is on 'Judiciary' deals with the principles of justice and upholding the dignity of individuals. In turn it is dealing with the concept of human rights (UNESCO, 2005) and its violation and redressal mechanisms. The lack of unity among the princely states and territories lead to the enslavement under the foreign rulers. It deals with how cooperation and cohesion can secure us against disruptive elements. The scope for learning about 'understanding conflict' (CDR,2002), 'conflict resolution' (Bretherton, D. et al, 2005) and 'addressing conflicts non-violently' (Kertyzia and Standish, 2019) elements crucial in peace education is possible through the chapter on freedom struggle movement of India. Sustainability topic is connected or represented in chapters devoted to natural disasters and environmental changes. Except for the chapter on "Continents" all the other Geography chapters are suitable for discussing the issues connected with sustainability.

5.2.3. Peace Perspective Found in Pedagogic Process

The above paragraphs dealt with the textbook content. Moving down to the school level and classroom level where the child spends most of his time, we should ensure a whole school approach to peace education. 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). The presence or absence of these attitudes and

behaviours were verified in pedagogic and other activities of the school. In the following paragraphs the findings related to pedagogic processes in upper primary level is presented.

The transactions in the classroom setting were examined and explained in relation to the ten themes identified as peace education perspective and the following findings are derived. The findings are further discussed by comparing with the studies found in this area.

5.2.3.1. Peace Perspective Found in Pedagogic Process of English Subject

Peace perspective in pedagogic process of English subject were found in terms of the ten themes are presented and discussed here.

1. Teachers fulfil their obligation as leader/ mentor/ caretaker/well-wisher of students. Instances of instructing about the right way of answering a question, giving positive reinforcement for right answers, making students think and use their previous knowledge, using kind tone when calling out to them, reminding them of right behaviour, arranging for additional materials like videos or flow charts were seen in the classrooms.
2. Students fulfil their obligation towards study by making sustained efforts, contributed ideas, engaged themselves in learning. They were being helpful and respectful to each other.
3. No student is marginalized in the classroom community. All students were given chance by teacher and all students were willing to the part of learning. The teacher makes common rules of classroom behaviour. She is giving a fair hearing to their doubts and grievances.
4. Teacher gives freedom to the student to work independently or groups of their choice, allows students to freely share their ideas in the class, provided time to work at one's pace. Students had freedom to respond/to ask doubts/to get sufficient time to do tasks.
5. Teachers sets higher order thinking tasks, problem solving tasks. Instances where she relates text to real life experiences, presenting open ended questions, to imagine what could have happened beyond what was given in the textbook, giving importance to the process of learning as much as the correct answers were also observed.
6. In order to keep the productivity high in the classroom, the teachers break down the tasks into manageable chunks and appreciates its completion. Students were seen to sustain their efforts to find solutions and to do difficult tasks.

7. Teachers treat students with patience when they make mistakes. There were instances in which she got annoyed and reminded them of right behaviour. Students show tolerance towards criticisms when the teacher asks them to.
8. Teachers follow fair practices in their everyday activities. Teacher addresses genuine grievances of students fairly. The teacher was paying heed to the wishes of the students while teaching. Students are truthful in their dealings.
9. Teachers did not show violence in actions or words towards the children. Teacher accepts/empathizes with / does not hurt the feeling of students. Students are not aggressive towards fellow students.
10. Teacher promotes team work/ assigns team work/ supports teamwork. She monitored whether the students were doing the tasks assigned to them in group. Students contribute and participate in group tasks willingly.

The researcher could not identify instances that corroborated the indicators like a) Teachers permits the use of mother tongue if it brings in clarity in understanding, b) Students are given any choice in choosing learning activities, c) Teachers provide opportunity to understand the gifts we receive from nature, d) Students pledges to protect the environment within their capacity and e) Students participate in activities that are environment friendly.

The above findings are further discussed in light of studies that were found in peace education. Participatory and dialogic forms of pedagogy as suggested by Reardon, B. (2001) was found in the teaching of English subject. The teaching learning process which supports peace education has to 'promote interactive methodologies' according to Georgescu, D. & Bernard, J. (2007). In the course of interactions, behaviours of participatory or interactive nature could be ascertained with the help of the ten themes identified as the framework of peace education. Firstly, in terms of responsibility, it is an essential characteristic of peace classroom, according to NCERT (2010) document titled 'Ways to Peace', it states that, students assume responsibility for their actions, they take responsibility for their own progress, just as the teacher is responsible for students. In the present study responsibility is considered as a vital value in peace education. Another identified theme was of equality. Reardon (2001) suggests that equality between men and women is an essential condition of a culture of peace. The seating arrangement pointed out that the boys and girls were seated in random order and were not segregated on the basis of gender. It was observed that appropriate and suitable freedom was given to students in the

classroom. With regard to the theme of justice, which can be equivalent to fair practices, the findings support previous studies (Bartlett, 2008) that ‘fair practices and sharing of resources are expected behaviours supportive of peace education’. When group activities are initiated by teacher, it requires the participation of all students. Working in teams requires sharing of information, sharing of ideas and sharing of tasks which in turn build unity in the group. The researcher had included safeguarding nature as a part of peace education theme. In terms of critical thinking being a part of peace education, the study finds similar ideas of Reardon (2001) that ‘participants have to challenge and contrast positions taken, reasons and evidence have to be offered to support positions and integrate ideas’ in the educational interactions oriented towards peace. The theme of tolerance is similar to values of empathy and acceptance. Empathy and acceptance are embedded values in peace education as mentioned by Rajagopalan, (2009). The findings of the current study was able to identify the same values and ideals like equality, freedom, autonomy of mind (critical thinking), autonomy of action, (human initiatives), care and respect for others (unity, tolerance and non-violence) and justice presented in the position paper on Curriculum, syllabus and textbook (2005) brought out by NCERT.

5.2.3.2. Peace Perspective Found in Pedagogic Process of Social Science Subject

Peace perspective in pedagogic process of Social Science subject were found in terms of the ten themes identified and discussed here.

1. Responsibility of the teacher was seen in fulfilling her obligation as a mentor and well-wisher of her students. As a mentor, the teacher was seen to prepare the students for upcoming exams, clarify the doubts to the best of her ability and manage the available resources of the classroom. Students fulfil their obligation of being helpful and respectful to each other.
2. Everyone in class had the same opportunity to participate in the activities designed. Equality was seen in making common rules of classroom behaviour. No student is marginalized in the classroom community. All students have chance to engage and participate in the learning activity. The teacher was empathetic and concerned with the multiple questions raised by the children but was firm in her dealings.

3. Teacher allowed students to work independently / groups of their choice. Teacher provides time to work at one's pace. Students have freedom to respond, to ask for marks of test conducted, to ask doubts and to get sufficient time to do tasks.
4. Teachers sets higher order thinking tasks, problem solving tasks like deducing the topic from examples given, presents open ended questions, to increase their knowledge by reading newspaper daily, 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.
5. Teachers encourages shy and less willing students to come forward and participate in learning tasks. Teachers breaks down the tasks into manageable chunks and appreciates its completion.
6. Teachers treated students with patience when they make mistakes. When students gave wrong answers, the teacher dealt with it patiently. The interruptions in class were also dealt with appropriately. Students show tolerance towards criticisms.
7. Teachers are following fair practices in their everyday activities. Group that won was appreciated. Teacher addressed genuine grievances of students fairly. Students are truthful in their dealings.
8. Teachers did not show violence in actions or words towards the children. Teacher accepted/empathized with / did not hurt the feeling of students. Students gave and received feedback respectfully. The child who completed her task was appreciated by the teacher. Students were not violent in actions or words towards others. Students were not aggressive towards fellow students.
9. Teacher promoted team work/ assigned team work/ supported teamwork. Students supported each other/ helped each other in class and outside the class. Students contributed and participated in group tasks willingly.
10. There were instances where the teacher dealt with things in nature but explicit reference to saving or safeguarding nature could not be identified. There was 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.

The above findings of peace perspectives in classrooms are discussed here below. All these points are supported by 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.

Firstly, in terms of responsibility, the teacher has the responsibility ‘to contextualize lessons to suit the current situations in the child’s immediate environment’ (NCF, 2005). Similarly, students have to be responsible for their actions, they shall understand the need of responsibility for their own progress, just as the teacher is responsible for her students. In the present study responsibility in pedagogic process was seen in the way teacher being kind to call a shy child to come forward and do the task she asked her to; to prepare students for an upcoming exam; and so on. Another identified theme was of equality. Equality is one of the fundamental rights mentioned in the constitution of India. The learnings for it could occur in the way the teacher treated both boys and girls in the classroom. In another instance of classroom interaction, we find encouragement given to **overcome shyness** or hesitancy of the student. In order to have **equitable** participation, she did not allow others to give answers. It was observed that appropriate and suitable freedom was given to students in the classroom. With regard to the theme of justice, which can be equivalent to fair practices. When group activities are initiated by teacher, it requires the participation of all students and that fair chances are given to all in the classroom. In terms of critical thinking being a part of peace education, the study finds similar ideas of Reardon (2001) that ‘participants have to challenge and contrast positions taken, reasons and evidence have to be offered to support positions and integrate ideas’ in the educational interactions oriented towards peace. The theme of tolerance fits with the values of empathy and acceptance. Empathy and acceptance are embedded values in peace education as mentioned by Rajagopalan, (2009). Working in teams requires sharing of information, sharing of ideas and sharing of tasks which in turn build unity in the group. The researcher had included safeguarding nature as a part of peace education theme. As a final note it can be said that the 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 classroom pedagogic processes.

5.2.4. Peace Perspective Found in Co-Curricular Activities and Extra-Curricular Activities

The above paragraphs dealt with the pedagogic process in the classroom. There should be a whole school approach to peace education. The presence or absence of peace related attitudes and behaviours were verified in pedagogic processes of the school. In the following paragraphs, the findings related to presence or absence of peace themes in the co-curricular and extra-curricular activities are mentioned.

1. Teachers and students have stake in the co-curricular and extracurricular activities. Teachers and students took **responsibility** to present well organized programmes like assembly, march pasts, drills, dance and dramas in annual concerts and maintaining orderliness in physical exercises. The students **responsibly** practiced for many hours, and teachers planned, procured and distributed resources like costumes and accessories needed for co-curricular activities of dance and drama.
2. When co-curricular activities are arranged there is **equal allocation** of responsibility to all teachers. The idea of equality could be learnt from such activities. Students have **equal** chance to participate in outside classroom/ co-curricular activities. The organizers made sure that all the other students got opportunity to participate.
3. Students had the freedom in enlisting themselves in co-curricular activity of their choice. The participants and teachers were showing their **freedom in expressing** their joy.
4. 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.
5. Students take **initiatives** and volunteer to participate and engage in co-curricular activities. 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.
6. Students show tolerance in co-curricular activities. Display of **tolerance** and the virtue of being patient was seen in co-curricular activities of assembly. Students accept success or failure in co- curricular activities with poise and equanimity.
7. It was observed that **fair practices** were followed in competitions.

8. Students practice **non aggressiveness** in co-curricular activities like games/sports/competitions. In assembly, one of the first activities is meditation and such moments of contemplation is conducive to **non-violence**.
9. Students take part in co-curricular activities that demand group work. There were group activities in assembly, in competitions and republic day celebrations which exhibited their sense of cooperation and **unity**.
10. Students can participate in co-curricular activities like field trips or gardening or preparing drama for awareness about nature. One of the themes of the extracurricular activity (play during republic day celebrations) was making a play on **safe guarding nature** for future.

The discussion about the findings related to co-curricular and extra-curricular activities are presented here below. Co-curricular activities are integral part of activities of a school. Moreover, credit for participation and recognition is given to co-curricular activities. ‘Co-curricular activities and extra-curricular activities supplement curricular activities but generally do not result in a grade’ (ISID, 2009). Although they are pertinent to student life, that are not part of regular classroom study. ‘Education for peace can be achieved through co-curricular activities arranged in schools through activities and projects like dramas, role plays, celebration of Human Rights Day, children’s day, UN day, day for the disabled, girl child day, environment day, national day, storytelling sessions and so on’ (Mondal & Mete, 2014). It was observed that the students got opportunity to showcase talents in front of their peers, practice ‘yogasanas’, showcase scientific models. Education can bring in learnings both ‘within schools, through curriculum development and outside schools through camps, sports and recreation programmes, youth groups and clubs’ (Fountain, 1999). ‘Promoting inter-connected view of the world’ (Wells, 2003; Vriens (1989) is another aspect of peace education. An opportunity to get global outlook was provided through the concert arranged by the school. 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. The activities held in the school which fall under the category of co-curricular activities provided evidence related to peace-oriented behaviors on the part of students as well as teachers who were part of those activities. Co-curricular activities ‘can provide experience of working, living and sharing responsibility together’ (NCERT, 2004). There were practice sessions before the concert, every morning

students went for practice in drills or march past, teachers supported in collection and distribution of costumes for the plays and dance programmes and it shows the qualities of responsibility, equality and unity among students. 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.

5.3. Overall Discussion on Findings of the Study

In the following paragraphs, the researcher has tried to give an overview about the concept of peace education at upper primary level, then how the textbook content provided scope for inculcating peace-oriented values, how the pedagogic process supported peace oriented values and lastly how the co-curricular and extra-curricular activities depicted peace oriented values.

Curriculum right from upper primary has the duty to strengthen the character thereby creating individuals committed to solidarity and peace. According to UNICEF, (2000 b) ‘in all countries quality content should include several pivotal areas. These include literacy, numeracy, life skills, science, social studies and peace education’. The concept of peace education demands a look into the encompassing components in it. Review of literature revealed as to how the following researchers have analyzed and identified peace perspective. Demeril (2009) identified eight values such as respect, tolerance, love, respecting differences, peace, cooperation, empathy, problem solving and sensitivity; Kertyzia and Standish, (2019) identified nine components to positive peace viz., social justice, well-being, link mind, resilience, prevention, gender mind, peace zone, eco mind and peace bond. Akudolu (2010) considered ten attributes like Respect all life, Non-violence, Sharing, listening to understand, Preservation of the planet, Tolerance and solidarity, Equality of men and women, and Democracy. Assimilating the relevant points found in literature, the researcher devised a set of ten themes to be representative of peace education in the studied curriculum.

‘There are two schools of thought so far as peace education is concerned. One school of thought holds the view that peace has to be taught as a separate subject with examinations and counted for grades. The second school of thought argues for integrating peace education in the school subjects’ (UNESCO, 2005). The document also mentions that from a practical point of

view integrating peace education into other subjects is a better option. The curriculum study revealed that similar to Bretherton (2005), and Demeriel (2009), the components of peace education could be identified in the subject content already being taught in schools. Bretherton (2005) used four subjects like English, Social Sciences, Health and physical education and Arts and Demeriel (2009) used three subjects namely, Life Sciences, Social Sciences and Turkish language. This goes with the idea that one can go with the set of cross curriculum units covering the broad issues related to establishing peace when a pre-conceived curriculum is not available. The textbooks prepared covers the disciplinary content needed for this level. But they also served the purpose of minimising the gap between the disciplinary content being taught in schools and the knowledge, skills and competences that is required for individuals to actively participate in society. Unlike need based and prepared curriculum of other studies, the researcher had to work within the existing framework and delineate the peace values perceived through reading of textbooks and observation of curriculum transaction in classrooms.

Among the all the subject areas of upper primary level, Social Science and Languages have more scope to inculcate peace related values. The textbooks of these textbooks have scope for not only teaching the contents specific to the subject but also for infusing the perspective of peace and harmony. The textbooks of the upper primary level especially the Social Science textbooks play a key role in educating for democratic citizenship and in many ways augment peace education. In terms of 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.

The whole of text book - content encouraged construction of knowledge in a different way but also promoted human values. The situations and narration of events has been done in a language free of prejudice and disrespect. Peace education attempts to humanize subjects through bringing in human perspectives and affective domain into learning. As suggested by

Georgescu, D. & Bernard, J. (2007), it is possible for promoting peace and intercultural understanding through curricula, textbooks and learning materials.

Textbooks guide teaching contents and cover many issues that future citizens ought to have knowledge about. There are manifold topics covered by **language** (particularly English in this study) subject. But there are some topics that have been 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. 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. The prospect of Social Science subject in enhancing peace is more. In terms of **knowledge**, it offers description about past, centres 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. The subject Civics 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. 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 the research ascertained that textbooks meet the needs of upper primary level students in terms of peace orientation. The contents have a direct bearing in the student's later adult life. It can help students to have broader outlook to look beyond home, neighbourhood, school, community, nation and the world. As found by Karriappa (1992) and Rajam (1990), the textbooks are already laden with values that can be used to create awareness about peace. Rajam (1990) found there has been distribution of individual, societal, national and international categorization of peace concepts in the textbooks. Among the 66

chapters analyzed, the researcher could find in each a set of ideas supporting the idea of peace. Because in textbook analysis, the researcher instead of frequency of certain vocabulary related with peace, went for semantic meaning conveyed through sentences and the contexts.

Mobility and migration have made the state of Gujarat with varied population profile. The diversity which permeates the country is seen in its micro level in Gujarat also. Building a sense of unity within the school is possible as students from varied backgrounds live and learn together in the same environment. It becomes possible through the classroom interactions and the other relevant activities in which students participate. In the classroom, a subject is not taught merely for the subject's sake. It has to be interpreted in such a manner so as to contribute to learners' social, emotional, intellectual and moral self-development. It depends on teacher's knowledge and beliefs. Effective transaction with a peace perspective cannot happen if she does not know or does not believe in it. In the hands of a peace-oriented teacher, the available texts can be modified and suited to clarify concepts related to peace. The adult participants were trained in peace education programmes had to clarify points made, offer evidence and reason to support positions (Reardon, 2001). The basic idea is that critical thinking and communication skills should be part of the methodology. And in classroom interactions the ability to think and argue with proper reasoning was done. A learner centered classroom is the most suitable one for teaching peace related values as argued by Johnson (2005) and Barlett (2008). The voices of the students were given due importance in the classrooms observed. In terms of addition of knowledge this research concentrated on students of adolescent. In this study empirical evidence from classroom practices have also been gathered. Along with lectures, the teachers in classroom during pedagogic process used questioning, allowing critical thoughts and arguments from the side of the students. Consensual basis is the right way of setting the differences in opinions and ideas, according to Johnson (2005) in opinions and ideas. In order to manifest the right way of dealing with such differences in classroom, the teachers have to be equipped with skill in integrating peace concerns deliberately in the classroom transactions (Harris and Morrison (2003), Srinivasan (2009), Opatow, S. et al (2005) and Johnson, D.W. et al (2005). They have to be aware of their role in building cohesion among students which may come of practical use when they grow as adults. The teachers have the most important task as they are the ones that 'mediated the curriculum' (UNICEF,2000). On exploring the classroom transactions for peace education perspective, the observations revealed a number of findings 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 was enough scope for developing among students a set of fundamental shared values and that were demonstrated by teachers. The important goal of the state and the nation is to create harmony amongst the people of the nation and create national integration

The scope for improving one's personal efficacy and ethics - crucial criterions offering peace perspective - was found outside the classroom interactions too. The finding of the current study was able to identify the same values and ideals like equality, freedom, autonomy of mind (critical thinking), autonomy of action, (human initiatives), care and respect for others (unity, tolerance and non-violence) and justice in these interactions. Connecting the in-class learning to the outside world shall prepare students to undertake their adult roles in a better way.

5.4. Final Findings

The analysis of the three main components of upper primary curriculum of the state was taken up basically to explore the peace oriented elements lying hidden in the available textbooks (learning materials) used by students of this level, in their day to day pedagogic experiences and co-curricular and extra-curricular experiences. It can be said the 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 textbooks, in classroom pedagogic processes and co-curricular and extra-curricular activities.

In terms of peace perspective present in the **textbooks** of primary level, it was found that the English and Social Science textbooks:-

1. Offered scope to understand about the responsibility associated with the various roles an individual has to perform. Roles at student level, at public servants' level, at consumer level, at government level or at global level between countries of the world were represented. The contents dealt with how rights and responsibilities are closely related.
2. The contents offered viewpoints on equality in terms of gender, uniqueness of each, economically weak and physically disadvantaged. Political equality in terms of sharing of powers and right way of using one's power find mention in Social Science textbooks.

3. The idea of freedom is multifaceted, not only physical freedom but also creative freedom is given coverage in textbooks. The sacrifices that underlie the enjoyment of freedom is also paid due attention.

4. Critical thinking through thoughtful questions which tested their ability to infer, make judgement, to solve problems and widen their outlook is taken care of. The reference to scientists, astronauts, writers, painters, sculptors who made outstanding works give impetus to develop critical thinking.

5. Initiatives needed for achieving goals or one's dreams or bringing about betterment in the society finds a place in textbooks.

6. Team work through shared tasks, unity between friends and family finds mention in English textbooks and living as a true citizen and maintaining unity in diversity is mentioned in Social Science content.

7. Tolerance and compassion as propounded by saints as well as common place compassion between man and animals, compassion for the disabled have been found in texts.

8. Justice is the cornerstone of democracy. It is also well represented in the textbook content of Social Science. Impartiality in judgements of those in power is dealt in English textbooks.

9. Judicious use of even wastes and beauty of nature find mention in English content and celebrating environment related days and environmental protection finds place in Social Science content.

In terms of **pedagogic process** in the classes of English and Social Science subject, the findings are as follows.

1. It can be said that responsible behaviours were observed in teachers and students. Obligations towards learning and towards each other being fulfilled was noticed.

2. Equality of treatment in accessing learning materials and learning opportunities was observed.

3. Freedom to share the ideas, opinions without hurting others emotions was seen in the classroom.

4. In order to develop critical thinking amongst the students, the teachers took appropriate steps.

5. The students could succeed in the tasks assigned to them as they sustained their efforts.

6. The teachers were patient and tolerant towards the mistakes of students.

7. The interactions and activities were marked by fair practices and dealt fairly with the doubts and grievances.

8. Promotion of group tasks could be seen. And students support and help each other.

9. There were less instances that substantiated safe guarding nature theme framed.

In terms of **co-curricular and extra-curricular activities**, the findings are as follows

1. Responsibility that went into the conduction of events at assembly level or at concert level could be observed.

2. Equal chance was provided to students to participate in the event of their choice – whether drills, dramas, dance or competitions.

3. The students got opportunity to make objects and showcase their intellectual ability or artistic ability in the co-curricular events organized.

4. Students were seen to accept with equanimity in success or failures in the small assembly level events or at interschool competition level.

5. Unity in working for the common task of the school or between partners in competitions was observed.

6. The concern for safeguarding nature and about environment was seen in the themes of concert drama and assembly activity.

Some pertinent points related to the analysis needs to be mentioned here. Although the design of the school curriculum is suggested by School education boards and the disciplinary content in the textbooks is guided by National framework, the school ethos play an important role. The school has to follow the recommended textbooks, take peace-oriented approach towards teaching and learning and give exposure to a wide variety of co-curricular experiences. Then, in such an environment one can develop well-adjusted individuals who can make living together an achievable dream.

5.5. Conclusion

The study provided sufficient evidence that upper primary curriculum as transacted through textbooks has reference to some of the important concepts associated with peace education like unity in diversity, gender equality, democratic governance, humanistic preaching of saints and seers like Buddha and Mahavira, friendship and duty, conservation of nature and analytical mind. The activities suggested within the chapters too are meant to develop students' personal qualities and value judgements. Even in the co-curricular and extra-curricular activities

of the school one could observe tolerance, cooperation, empathy, responsibility in the interactions between the teachers and students. Thus, it can be said that peace indicators were present in the textbooks, in pedagogic processes, in co-curricular and extra-curricular activities. It can be concluded that in the transaction of curriculum there are enough scope for developing peace-oriented mind set among the students of upper primary level.

The defining characteristic of peace education content is that it provides knowledge, skill and attitudes for dealing with conflicts at personal level or at global level. When one learns to adopt a tolerant, responsible and fair practices with others it would minimise conflicts. Even if conflicts arise, taking initiatives to communicate in non-violent manner will help solve the differences. The needed understanding in these aspects are provided in the textbook contents as well as manifested in interactions in classroom and outside classroom.

The study revealed that there is scope for improving of personal efficacy and attitudes, scope for improving of peace-oriented interpersonal relationships at classroom level and family level. The developmental needs of the society and freeing the society of its problems and issues can be met by can be met by individuals receiving peace oriented education. Integrating peace perspective in transacting curriculum would bridge the gap between intent and outcome of curriculum. Subject content matter allowed for improving of awareness about own country and global understanding.

The study ascertained the suitability of peace education content for the stage of upper primary level in Gujarat. It could be concluded that peace education components are indirectly encouraged in the curriculum and they could be drawn out if much attention is paid to it. The potential for peace education was assessed only in the contents of English and Social Science textbooks of the three standards of upper primary level. In similar line there could have been peace perspective in the textbooks of Science, mathematics, Hindi and Gujarati subjects of the curriculum. They could not be done in this research.

The study may result in positive effect on the way curriculum development and evaluation and guidelines for transaction by teachers. It is said that ‘it is easier to build a child than repair a man’. The proactive steps to bring changes in human behaviour has to start at the early age itself. The young child is at the formative period of his life and at an ideal stage to shape the moral character. Schools bring together children from different backgrounds and so can work towards minimizing conflicts by developing sufficient resilience and responsiveness among its students.