CHAPTER - VI
SUMMARY AND IMPLICATIONS

6.1. Introduction

Education which begins at primary level lays the 'foundation for the development of social skills necessary to live together in harmony' (NCF, 2005). The present study is an attempt to study the learning experiences the children at primary school level as per their prescribed curriculum. The contents of textbooks, the classroom transactions and co-curricular activities are the means through which prescribed curriculum gets implemented. Unless care and attention is paid for promotion of peace; for values like tolerance, secularity, equality, sharing and respect for all in the curriculum, the individual coming out of the school will become a threat and burden to the society. In order to prevent such an eventuality, we need to ensure that textbooks as well as teaching learning process proactively develop peace value in children. A suitable pedagogic intervention is futile without clear understanding of the structure, contexts and specific lacuna in the curriculum, especially a peace perspective. This study is a step in that direction.

The school system in India which is meant to nurture the future citizens is organized in four levels namely the lower primary, upper primary, secondary and higher secondary levels. The standards I to V are considered lower primary education, standards VI to VIII as upper primary education, standards IX to X as secondary education and standards XI to XII as the higher secondary education in India. The lower and upper primary standards together are known as elementary education. The mandatory national level pattern has 12 years of schooling (10+2). The age of children in lower primary is from 6 years to 10 years, upper primary from 11 to 14 years of age, in secondary 14 to 16 years of age and in higher secondary the age is from 16 to 18 years of age.

School curriculum collectively describes the teaching, learning, and assessment materials available for a given course of study. 'There are common broad distinctions between the three levels of the intended, implemented and attained curriculum. The implemented curriculum is found in the actual process of teaching and learning' (Van Den Akker, 2012). The intended curriculum is related to aims and purpose whereas the attained curriculum is related to learning outcomes of students.

Since India is a country of diversity, the aim of school curriculum in India and Gujarat is about sensitivity to diversity and inclusion of the disadvantaged. Democracy, secularism, development and peace are the primary goals of the nation. Among the many aims of education, 'the first is a commitment to democracy and the values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and human rights' (NCF, 2005). The nation's intended and official school education curriculum is prepared by keeping the national goals as the framework. As the National Policy of Education, 1992 states, education refines sensitivities and perceptions that contribute to national cohesion, scientific temper and independence of mind and spirit, thus furthering the goals of socialism, secularism and democracy as enshrined in our Constitution. The ideas governing or guiding every school activity (the whole curriculum) has been visualized by the educational policies formulated by our government. India has a federal structure of government, so every state governs the education system in their state through state boards of education and manages them through state departments of education. The different school education boards prepare the curriculum for schools under them. 'In Gujarat, the state's school textbook board (Gujarat Council of Educational Research and Training i.e. GCERT) is responsible for the curriculum of primary and secondary education' (CABE, 2005). No subject in the school curriculum can stay aloof from larger concerns outlined in the aim, and therefore the selection of knowledge proposed to be included in each subject area requires careful examination in terms of socio-economic and cultural conditions of the country and its goals.

The curriculum at upper primary stage in Gujarat constitutes the following areas of study: Two Languages - the mother tongue/regional language and Hindi, English,   Mathematics, Science,   Social Studies (History, Geography and Civics),   Art Education, Work experience and Social Service,   Physical Education and Education in moral and spiritual values (Yadav, 2011). There are various co-curricular and extracurricular activities like competitions, debates, field trips, picnics, national festival celebrations, annual concerts, exhibitions, medical examination and many other activities. Every year an annual plan is created incorporating one or the other such series of activities in the school. The exposure to such activities will develop the child's personality which would be physically, mentally and emotionally - healthy. 'Curriculum for the ten-year school – a framework' prepared by NCERT in 1975, stressed acquisition of literacy and numeracy, manual labour, observational skills, aesthetics, doing socially useful and productive

work, creativity, artistic activities and observation of nature at the primary stage. According to NCF, 2005, the aim of primary education is to develop a set of work-related generic competencies like critical thinking, transfer of learning, creativity, aesthetics, communication skills, work motivation, work ethic of collaborative functioning and social accountability. 'The learning experiences provided in the primary stage should nurture the curiosity of the child about the natural environment, artefacts and people; acquire basic cognitive and psychomotor skills, to develop basic language skills. The component of health is to be stressed through Science and social Sciences whereas in upper primary they need to develop technological and quantitative skills and they need to continue to learn about environment and health' (NCF, 2005). An understanding of the key objectives of the different subjects studied by students of upper primary (standards VI, VII and VIII) level helped in the investigation done in implemented curriculum of upper primary education. It is pertinent to note that specific mention for inculcation of peace is not enlisted in these objectives of upper primary level of education.

The concept of peace has remained an elusive concept which has many interpretations. It is considered as absence of conflict or war between nations by some experts and it is interpreted as ability to cope with wars by others. 'Peace can be described as a style of life, a mental attitude, a state of equilibrium. It is a feeling of internal well-being and goodwill towards others' (NCERT, 2004). Peace education is an education that equips individuals with the values, skills and attitudes to live in harmony with others and to adopt conditions conducive to peace at intra-personal and interpersonal level. It is inculcation or creating awareness about relevant pro-peace aspects like responsibility, equality, unity, justice, tolerance, freedom and non-violence. It is about the practices promoting peace within the school and other learning environment. The state government of Gujarat in its document on 'Vision Gujarat' (CII-Yi, 2009), the vision elements related to education like 'equal and affordable education opportunities for all, innovative, practical and student friendly method of imparting education and value based education sustaining Indian culture, tradition and moral values' are stated. The initiatives of Gujarat government reflect that peace related aspects like team spirit, national identity, value-based learning and good habits are given importance. The textbooks used in schools of Gujarat are prepared keeping these aims in mind.

The seeds for peace should be sown early, at the primary school level. This then allows for a process of germination and consolidation through the remaining years at school and adult

life. The child's natural innocence has to be preserved from being side tracked or spoilt by society because 'the child is the promise of mankind' (Maria Montessori in UNESCO, 2001). Primary stage of education is the right age to inculcate values (NCF, 2005) so that it gets imprinted in their minds for a lifetime. It was necessary to find if studies have been taken up in this particular area of research. The review of literature enabled the researcher to identify the gaps and address some of them in this study.

6.2. Review of Related Literature

The area of peace education is an area of concern the world over. It is a widely researched area, but still a lot has to be done in order to gain more understanding for manifesting the vision of global citizenship. A peaceful world order can exist only where actions of individuals are guided by a state of concern for others. It is therefore essential to develop an ability to look inward and bring harmony between one's thoughts, words and actions. 'Peace from within consists of pure thoughts, pure feelings, pure motives and wishes' (NCERT, 2004).

If we analyze the existing studies, we would be able to identify the knowledge areas, and themes of peace education. We can identify the curricular content and methodology related to its transaction too through these studies. In most of the foreign studies it is about peace education in regions of intractable conflicts. The focus is on peace education in areas such as Northern Ireland, Kosovo, Israel/Palestine, or Rwanda. There are a number of studies under this topic. Some of the studies states how peace education is related to other forms of inclusive and anti-oppression education like empowerment education or democracy education or environment education. Some of the studies are about the components or the content basis of peace education, some deal with the role of schools in creating a culture of peace in society and some discuss how peace education has to be adopted across all levels and areas of school curriculum. The researcher could locate a some such research studies in the area of peace education.

In the following paragraphs implications of the reviewed related literature is made. The contributions of peace research are presented, at the same time contradictions or inadequacies of earlier investigations are also highlighted. Review of literature gave an idea about the methodology adopted by other investigators, the tools and techniques of data collection, how the data were analyzed and what key findings emerged from the studies. Each study contributed to

the theme the researcher was researching. Around twenty-five studies were taken up in the review of literature. They were then organized under six categories, as per the requirement of the present study. In other words, the studies that helped the researcher to: -

➢ have an understanding about the components of peace education

➢ know about the methodology used in intervention programmes

➢ understand the factors affecting peace education

➢ get clarity about the curricular components studied

➢ get an understanding about analysis of textbooks

➢ relationship between values and peace education

The review had helped the researcher to identify the content and themes of peace education. Linking and assimilating some relevant points found in literature, the researcher devised a set of ten themes to be representative of peace education in the studied curriculum. The mainstream literature focused on pre-prepared module or programme. Several such studies have been conducted abroad but very few in India. Integrating peace education in the subjects already being taught in one kind of approach supported in peace education literature. This study made an endeavor to find scope for peace education in the subjects already being taught in schools.

From the literature reviewed, the researcher could find very few studies that made an attempt to carry out an analytical research on school curriculum from the perspective of peace education. Another aspect is that the participants in most of the studies were adults unlike the present study which focused on primary level students. Age is an important factor as youngsters can be empowered through peace education. There have been studies on the role of textbooks in bringing in awareness about peace concepts. Terms and vocabulary related to peace have been identified in these studies but content analysis on the semantic meaning conveyed through sentences and the contexts has not been done. The present study took the analysis of entire chapters of both English and social Science textbooks of the three standards of upper primary education. The classroom teaching of teachers and whole school organization in educating for peace cannot be ignored. Very few studies have gathered empirical evidence from actual classroom practices and co-curricular activities.

Curriculum is a process that cannot absolve itself from its duty to strengthen the character thereby individuals committed to solidarity and peace. And in line with this thought the researcher conducted an analytical study of school curriculum from peace perspective.

6.3. Rationale of the Study

We are in an era which has witnessed the tragedy of nuclear warfare. The experience of war established the fact that such wars would be a disaster for life as a whole on this earth. Thus, the concern for peace developed into peace movements in the fifties. 'By the end of the sixties many universities started their own peace programmes, peace centres and intervention programmes' (Devi Prasad, 1984). There have been research studies from the perspective of nuclear disarmament and war-free world. It was followed by research into the area of peace and conflict resolution (Smoker, 1996).

Peace education as a concept evolved from Peace researches (Smoker, 1996). People realized that education is a powerful means for bringing about peace between warring groups. Peace education has to become part of school curriculum for another reason too. There has been an increase in violence and hostile aggression in schools which has motivated educators to give importance to peace education and that 'the children learn to deal with conflicts in a just and peaceful way' (NCERT, 2004).

Education at all levels needs to include peace perspective in curriculum. It is a valid concern as mankind has ignored the perspective of peace in the education of its youngsters. That is why youth coming out of schools and colleges are unable to face challenges in the real world. They show more aggression whether it is home, workplace or community. They have less understanding about how to lead a harmonious and peaceful life. If the growing citizens of any country are not oriented for peace such problems will perpetuate. Bartlett (2008) also emphasizes that peace education can be used to enhance individual's potential and liberate him or her.

Although international organizations like UN are working towards peace through multiple modes, education is one mode that can usher in peace for extended period of time. Even at the national level, 'concern and steps have been taken to orient people towards the education with peace orientation' (NCF, 2005). But we have lack of understanding as to how peace education is having a place in school curriculum - not only in the text books (written curriculum) but also in the classroom process (taught and learnt curriculum). There are mention of terms like equality, respect, compassion, cooperation, non-violence and kinship which are conducive to bring about peace and they ought to be developed in students going through the curriculum in schools. The educationists, teachers, administrators, future employers too feel that curriculum is the one that shapes the practices of schooling. There is a need to know what constitutes the

official/intended curriculum and what is practiced as the actual / taught /learned curriculum. It is pertinent to note that curriculum takes into consideration the totality of experiences that a student receives through the manifold activities that goes on in the school, in the classroom, library, laboratory and playground.

Researches show that there is a strong linkage between curriculum, teaching, and learning outcomes (Kertyzia and Standish, 2019; Demeril, 2009; Barlett, 2008). A periodic analysis and evaluation of curriculum will show if learning outcomes in the form of all round development of the child takes place. The present study will examine the kind of framework curriculum offers to practitioners and how the syllabus and textbooks are used in promoting a culture of peace. Rajam (1990) and Rajagopalan (2009) have been able to study and find how peace education can be promoted through textbook contents. It is important here to remember that peace education is not an additional academic subject we add to the existing educational system as suggested in NCF, 2005. It has rightly stated that 'Education for peace is not envisaged as a separate subject that would further augment curriculum load' (NCF 2005) instead, it is the general orientation that we introduce in the existing subjects, textbooks and teacher discourses. Peace education sees to the construction of defences of peace and justice in the minds of the younger generation, and to make the youth hold to peace individually in life. By instilling these values in youngsters through the teaching learning process, teachers play the key role of moulding the students' character and personality. Akudolu (2010) and Harris and Morrison (2003) point out skills in academic and technical areas are perceived to be necessary for teachers but not skills related to peace and peace-making. The present study will critically analyze the transaction of curriculum from peace education perspective.

Primary and upper primary education together constituting the elementary education is an important phase in school education. The foundation is laid at this phase so that children develop the right attitude and values when they become adults. 'The primary school years could focus on laying the value foundations for personality formation and the development of the social skills necessary to live together in harmony' (NCF, 2005). There is a value crisis among the young generation. Most of the youngster hail from nuclear families now in cities and towns, with both parents going for work to finance the expanding needs of the family. The children of these kinds of families often do not get proper direction towards leading a productive and meaningful life. Therefore, the responsibility has fallen on schools to promote right values amongst them. The

education they get should focus on character building rather than transaction of information. The personality and temperament of youngsters can be created in the schools where they spent most of their growing up years. The complete school environment should be conducive towards developing children into worthy adults. Schools cannot function in isolation nor can they be passive observers; they need to proactively keep in pace with constant change. Their system of functioning should be tailored to meet the requirement of developing a peaceful world. It is therefore essential to look at the kind of learning experiences provided in curricular and co-curricular activities at the primary school level and examine if these highlights peace and harmony.

Students are prescribed a textbook for each of the subject taught in the classroom. They are also given workbooks in each of the subject. The content in the books should be reflecting the elements that would enable them to grow into a good human being. The presence or absence of peace laden components would point out whether peace perspectives are taken into account. 'Every topic/lesson has peace-laden (hidden or explicit) components, which need to be transacted with deliberate planning from a positive and humanistic perspective' (NCF 2005). This can be done if the teacher has the positive attitude towards values conducive for peace. There may be values like love, freedom and respect expressed in the contents of textbook but it is necessary to look at how these ideologies are operating at everyday classroom practice. Some explicit aspects of the hidden curriculum can be observed in finer detail by keen observation of the classroom.

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, would point out that peace perspectives are taken into account. Students are exposed to many other learning activities like assembly, games, debates, library and other co-curricular activities. They too build the qualities in students to become a good human being. The engagements in such activities reflect elements of peace and it would point out that peace perspectives are taken into account.

'Curriculum for students in any school needs to prepare them for life, it needs to build skills and values that will help them in adult life' (Kapur, 2007). Therefore, it should take into consideration what will be happening in the outside world when the students graduate after twelve years of schooling. The students should develop an open mind; increase their awareness

about their country as well as other countries of the globe. A rigidly defined curriculum can never develop the talent and potential to deal with adversities. A curriculum designed with peace and harmony as values, right from its elementary level will help to meet the challenges of tomorrow. This discussion resulted in the following research questions.

6.4. Research Questions

The following research questions were formulated on the basis of the rationale of the study presented above.

    a. Are our elementary school curriculum well designed to impart peace education to children?

    b. How is peace education being transacted in the classroom at elementary school level?

    c. How are the co-curricular and extra-curricular activities organized in schools to impart peace education to children?

6.5. Statement of the Problem

An Analytical Study of the Curriculum of Upper Primary Education in Gujarat: Peace Education Perspective

6.6. Objectives of The Study

The study has been conducted with the following objectives.

1. To conceptualize 'peace education' at upper primary school level
2. To critically analyze the textbooks of upper primary school from peace education perspective
3. To critically analyze the pedagogical process of upper primary school from peace education perspective
4. To critically analyze the co-curricular and extra-curricular practices of upper primary schools from peace education perspective

6.7. Delimitation

The present study was delimited to upper primary curriculum followed in English medium schools of the city of Vadodara, Gujarat.

In terms of textbooks, the analysis in the present study was delimited to the contents of English and Social Science textbooks prepared by GCERT and published by GSBST for the standards VI, VII and VIII.

In terms of pedagogic process, a set of ten classroom teachings, five each of English and Social Science subject in a school of Vadodara city were transcribed for analysis of classroom transaction.

The co-curricular and extracurricular activities which the upper primary students of standard VI, VII and VIII participated were taken into account. Out of which only four activities of the school were transcribed for analysis.

6.8. Explanation of Terms

Curriculum: There are many learning experiences deliberately organized for all students in a school. Curriculum here includes all such learning experiences organized for elementary school students. Students of upper primary schools learn subjects viz., English, Hindi, Gujarati, Science, Social Science, Mathematics, Art and Craft and Physical Education. The co-curricular and extra-curricular activities too are part of the school curriculum. The entirety of learning experience provided in Social Science and English subjects and all co-curricular and extra-curricular activities are taken as curriculum in this study.

Upper Primary Education: Standards VI, VII and VIII are considered as upper primary level education.

Peace education: Education that equips individuals with the values, skills and attitudes to live in harmony with others and to adopt conditions conducive to peace at intra-personal and interpersonal level. It is about the practices promoting peace within the school and other learning environment. The concept of peace education was conceptualized in the course of the study.

6.9. Plan and Procedure of the Study

The purpose of the study was to understand how peace education was being transacted in upper primary school curriculum. It required a framework on the basis of which the study could be taken up. It needed the concept of peace education for school children be identified. It required the researcher to find what tangible facets of peace education could be observed in learning materials and learning process. The following procedure was taken up for the study.

Data needed for the study

As per **objective one** of the study, data needed about the concept of peace education are: the concept as reflected in different literature that are available in the area of peace education and how different documents at national and international level view the concept of peace education. For the **second objective,** the textbooks viz. English and Social Studies was analyzed chapter-wise to critically examine the concept of peace education as reflected there in the textbooks. For the **third objective**, data regarding classroom teaching was needed to examine the peace education as transacted by the teachers in the classroom setting to teach the above-mentioned subjects. For the **fourth objective,** data was needed about the nature of work given and conducted by teachers in co-curricular and extra-curricular activities in schools and out of schools.

Sources of data

The sources of data for **objective one** was all relevant literature on peace education and national level educational documents. For the **second objective**, the prescribed textbooks of English and Social Science for upper primary school level by the Text Book Board of Gujarat were the sources of data. For the **third objective**, the classroom processes of upper primary schools were the sources of data. For the **fourth objective**, the co- curricular and extra- curricular activities and personnel engaged in these activities were the sources of data.

Population of the study

The schools offering upper primary education and following Gujarat Board curriculum constitute the population. As per DISE report of 2016-17, Gujarat has 32680 schools offering upper primary education. The number of schools offering upper primary education in Vadodara stood at 1120 as per DISE report 2016-17.

Sampling method followed

The study being done in an analytical paradigm, a sample of only one English Medium school in Vadodara city having upper primary stage education was purposely selected. In this school, standard VI to VIII was selected for the study. The prescribed upper primary school curriculum of Standard VI to VIII was taken up for critical analysis. As per **objective two**, the sample consisted of Textbooks of Standard VI to VIII of English medium school of Gujarat boards that are followed in the selected school. The text books in the two subjects namely, English and Social Sciences, which are followed in this school, were taken up for analysis from peace education perspective. **For the objective three** and **four** the researcher attended all the school for continuous observation of all activities throughout the year and observed as many classes of each subject teacher of English, Social Science, and as many co-curricular and extra-curricular activities involving Standard VI to VIII organized in the schools. Due to constraints of time and the need for brevity, only ten classroom pedagogic processes and four co-curricular cum extracurricular activities were transcribed for analysis. Further care was taken to observe some of the pertinent activities of the schools viz., assembly, sports, games, laboratory, annual day, sports day and other such important organization of co-curricular and extra-curricular activities.

Tools and techniques

For the **first objective,** all relevant literature found by the researcher on peace education was studied to conceptualize peace education. Content of the literature studied was analyzed in terms of peace education. What exactly emerge as concept of peace education was finalized. As per **the second objective**, the content analysis of the texts of all topics in the textbooks was done from peace education perspective that emerged from objective one. The contents that are related to peace education were identified in the analysis of text by the researcher by reading the text thoroughly and deriving the semantics of peace perspectives. As per the **third objective,** non-participant observation of classroom teaching-learning process was done. Field notes were made and later transcribed for analysis. For the **fourth objective** Co -curricular activities and extra-curricular activities too, the researcher used non-participant observation as a technique to see the participation of students in these activities and the theme they had in the activities. Field notes were made and later transcribed for analysis.

Collection of data

As per the **first objective**, the researcher collected sufficient literature on the concept of peace from national and international publications. In order to achieve the objective of conceptualizing

peace education for school level, especially at upper primary, the researcher followed a thoughtful set of steps mentioned below.

Step 1 Content of the literature studied was analyzed in terms of emerging peace education components.

Step 2 The concept of peace education that emerged was further enlisted in the form of themes. The themes were derived from previously conceptualised ideas of peace by scholars (Reardon,2001; Harris & Morrison, 2003; Barlett, 2008), from national level documents like NCF (2005), NPE (1986,1992), NCERT reports (2004, 2006) and from international works like 'Learning: The Treasure Within' (UNESCO,1996), 'Peace education framework in UNICEF'(UNICEF,1999), 'Peace education: framework for teacher education, (UNESCO, 2005) and 'Learning the way of peace' (UNESCO, 2001).

Step 3 The most in formidable suitable elements were selected to form a framework or 'critical lens' to study the curriculum of primary level education in the state of Gujarat.

Step 4 The derived themes were presented and discussed before a group of learned experts in the field of education. The discussants were in agreement with the presented thematic framework.

Step 5 The thematic framework was finalised for analysing primary level curriculum.

For the **second objective**, textbooks of the English and Social Science subjects taught in Standard VI to VIII were critically analyzed by the researcher from peace education perspective as will be found in objective one.

In order to achieve the second objective of textbook analysis the following steps were taken.

Step 1 First of all, the two prescribed textbooks (of semester 1 and semester 2) of each subject (Social Science and English) of each of the three standards namely the VI, VII and VIII were read thoroughly.

Step 2 A tentative set notes of titles of each chapter and its overall content was made.

Step 3 Keeping in mind the ten thematic areas finalised earlier, the chapters were read again carefully. A line or statement representative of that particular theme was selected from first chapter onwards. These chapter wise texts lines were identified by locating words and what they referred to. For example, a line in chapter 3 of std VI English textbook is 'His mother told him many times not to waste water, but he did not listen'. This line was coded as 'responsibility'. Similarly, other codes were marked next to the lines.

Step 4 On reading and scrutinizing the ideas the texts conveyed, they were colour codified under that particular theme's name, that is potentially relevant 'text segments' (Creswell, 2007) were marked with a coloured pen.

 Step 5 A code 'mother's responsibility', 'cousin's responsibility' was clubbed under the common code 'family responsibility'. A code 'responsibility of police', 'responsibility of sarpanch' was further coded under 'responsibility of public servants'. The ideas pertaining to 'Family responsibility' and 'responsibility of public servants' and other codes were organized under the theme of 'RESPONSIBILITY'. Similarly, other nine themes were identified and were arranged on the basis of the three levels of upper primary standards, that is, sixth, seventh and eighth. One can identify the perspective which underlies the sentences that are framed in the narration or description found in the textbooks. They have been critically scanned by the researcher for texts or narratives that portray values relevant in cultivating peace mind-set.

For the **third objective and fourth objective**, data were collected through observations and field notes made of the observations. Data was collected by observation of interactions occurring between teacher- student and student- student during classroom teaching as well as in co-curricular and extra-curricular activities. The data gathered by observing the pedagogical process in the classrooms was analyzed subject-wise and the data was tabulated after evolving the categories.

Analysis of data

For the **first objective** after studying the relevant literature a write-up capturing the patterns and themes representing peace education was prepared. This was further validated with the help of experts in the field of education. The emerging frame formed the conceptualization of peace education at upper primary level. For the **second objective** both researcher's and teachers' views on textbook content was subjected to thematic analysis based on the frame created through the first objective. For the **third objective and fourth objective** the variety of interactions observed was taken as a complex system that is more than the sum of its parts. The complex interdependencies and dynamics were focused keeping in mind the frame created through the first objective.

In the next step, for study the pedagogical process the following steps were taken up. The researcher took permission to observe the teaching learning process that took place in Std VI, VII and VIII. A full teaching period was observed and field notes were made on the interactions that

took place in the class. The interactions were transcribed and a sequential number value was given, so that the exact statements could be located during analysis. In this step too, the 'text segments were bracketed' (Creswell, 2007) according to the meaning they conveyed and or inferred.

For studying the co-curricular and extracurricular activities the following set of steps were followed. One school event was fully observed and field notes made on the interactions that took place. Where interactions could not be listened to, a description of what could be seen was made. The interactions and descriptions were given a sequential number value so that statements could be located for cross reference. Codes were designated to meaningful interactions and descriptions and then taken up as themes.

6.10. Final Findings

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. This step developed a framework to analyze the textbooks, pedagogic processes and co-curricular and extra-curricular activities - the three essential components of curriculum. The conceptualization included identifying a set of indicators of peace education perspective. 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 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

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.

The three main components of curriculum taken up for this study were the textbooks (learning materials) used by students of this level, the day to day pedagogic experiences and co-curricular and extra-curricular experiences. The analysis of these components of upper primary curriculum of the state was done and the findings are presented below.

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 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.

6.11. Implications of The Study

The findings of the analytic study conducted on the curriculum of upper primary education in the state of Gujarat has a number of implications. Some of them have been mentioned below.

- This study is of significance to policy makers for making a strong policy statement on peace education. Peace education should be given an official status in the scheme of education in the country.

- It can guide the curriculum makers for bringing in changes in the curriculum of Gujarat State Board from the perspective of peace education. The policy makers can set a state level committee for planning the peace education inclusion in the curriculum.

- The state agencies can give adequate shape to peace education concepts and practices relevant to the local context in the existing frame of curriculum itself. A handbook can be created for use by the teachers for including a perspective of peace in their transactions.

- The school administrators can ensure that the entire school follows a sound system of peace values, norms and practices in the daily life of the school.

- Adequate weightage can be given to formative assessment and students can be encouraged to prepare portfolios regarding the peace learnings they have acquired.

- The teachers have to use strategies to reinforce the thought processes that goes before the conception of all egalitarian governance of a country. The teacher should not impose her/his ideas on students. She/he should allow them to think independently especially on important social issues. The success of peace initiative depends on the teacher preparedness so it is necessary to design a capacity building programme in teacher education curriculum too.

6.12. Suggestions for Further Study

A few suggestions are given below for researchers who would want to pursue further study in the area of peace education.

1. Peace education is closely related to conflict management and the overlapping concepts between them could be mapped.

2. More scientific studies on the behaviour pattern of adolescents can be done as peace education deals with bringing in positive personal changes.

3. A philosophical basis of peace education can be explored so that a consensus about the contents of peace education can be achieved.

4. All the textbooks used in the school should go through stringent quality check for biases, distorted and negative views about other cultures.

5. Comparative studies between curriculum of neighbouring countries can be done so that proper representation of each other's society can be done.

6. Integrating peace education in Teacher education programmes can also be studied to ensure the teachers are equipped to keep the peace perspective in mind.

6.13. 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, and 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 in an appreciable manner. 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 is 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 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 Guajarati subjects of the curriculum. They could not be done in this research.

The study may result in positive effect on curriculum development, 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.