1. INTRODUCTION

One of the major concerns of the present times is the lack of overall peace and harmony among people. Education can play a central role in meeting this challenge faced by the society. If education at all levels has such a crucial part to play in enhancement of societal and individual development, and bringing in overall peace and harmony, then it is essential to assess and evaluate all the elements related to the imparting of education. It is especially required for the curriculum at primary level school education as it is the base for leading a productive and peaceful life later.

The purpose of this study was to explore the perspective of peace education in the curriculum prescribed for upper primary level students in Gujarat. The examination of the various aspects and processes involved in primary education, especially the curriculum, will help us to form an idea regarding how the lacuna in it can be overcome by conscious effort for peace education.

As it is a qualitative study, the research questions guided the progress of the study. The researcher at the onset attempted to develop the concept of peace education. Once it was conceptualized, it served as a guideline to gather evidence from learning materials (textbooks) and curricular and co-curricular activities as they are the central 'curriculum components' (Van den Akker, 2012). The findings of the study reveal there is scope for inculcating peace in the contents of learning materials if teachers utilize them appropriately.

2. CONCEPTUAL FRAMEWORK

Education which begins at primary level lays the 'foundation for the development of social skills necessary to live together in harmony' (NCF, 2005). The study is an attempt to explore the learning experiences the children at primary level experience during transaction of 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 will be a step in that direction.

2.1 Stages of school education in India and Gujarat

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.

Earlier, classes I to VII were part of primary school, VIII to X were part of secondary school and classes XI and XII were part of higher secondary. The Gujarat government has made changes in classification of primary, secondary and higher education in the state. The decision has been taken to improve the administrative work of the schools. According to the new resolution, primary schools are from standard I to VIII, secondary schools are from standard IX to X and higher secondary schools are from standard XI to XII.

2.2 Nature and function of school curriculum

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. 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 and goals.

2.3 Aims of school curriculum in India and Gujarat

Since India is a country of diversity, sensitivity to diversity and inclusion of the disadvantaged should be a part of the education provided. 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 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. Central Advisory Board of Education (CABE) too has made significant recommendations on the question of values, national and emotional integration. Curriculum implementation has to keep these recommendations in mind for fulfilling the aim of education. It portends that education should aim for educating students 'to learn to live together' (Delors, 1996) and in peace.

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 (GCERT) is responsible for the curriculum of primary and secondary education' (CABE, 2005).

2.5 Upper primary curriculum in Gujarat

The curriculum at upper primary stage constitutes the following areas of study: Two Languages - the mother tongue/regional language and Hindi, English, Mathematics, Science, Social Studies (or 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.

2.6 Objectives of upper primary curriculum

'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 will help in the investigation to be 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.

2.7 Concept of peace and peace 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.

2.8 Recommendations for incorporating peace values in Gujarat Board textbooks

There are more children attending state board schools than other types of school in Gujarat. The state government 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. In terms of textbooks, it is recommended that the following values to be   incorporated in new textbooks.

a) Inclusion of patriotism and national sentiments
b) Atmosphere conducive for development of skills useful in real life
c) Culture - based education
d) Proper integration of art, health and physical training as well as useful activities
e) Inculcation of team spirit in various activities,
f) Importance to qualities, good habits and value based learning in various activities.

These initiatives of Gujarat government reflect that peace related aspects like team spirit, value based learning and good habits are given importance. The above mentioned recommendations are taken into consideration in formulating textbooks used in schools of Gujarat so that children are exposed to good learning materials.

2.8 Education for peace at primary stage of education

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.

3. 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.

If we analyse the existing studies, we would be able to identify the knowledge areas and themes of peace education. 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 few such research studies in the area of peace education.

3.1 Implications of Reviewed literature

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 analysis 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. They are mentioned below.

1. Studies related to intervention programme on peace education
2. Studies considering peace education and values related to peace
3. Studies conducted on curriculum
4. Studies in factors affecting peace education
5. Studies on peace education and analysis of textbooks
6. Studies on the components of peace education

Many of the studies were about implementing or evaluating intervention program in conflict affected areas. **Bretherton**, D. et al,2005 developed a peace education kit, **Thorpe, C.** ,1999 presented a module, **CDR,** 2002 prepared a peace education curriculum in the form of a handbook , **Sakade, N.**, 2009 investigated a peace education project, **Reardon, B.** (2001) prepared an educational programme. The present study was aimed at curriculum already in practice in schools from a peace education perspective. 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.

The studies have found that the teacher may need to take a set of cross curriculum units covering broad issues or the subjects of school when a preconceived curriculum is not available. **Bretherton, D. et al** (2005) in their project used English, Social Sciences, Health and Physical education and Arts whereas   **Demeriel** (2009) too found that peace components were taught in the curriculum of life sciences, social sciences and Turkish language courses. The researcher was by this idea, encouraged to analyze the curriculum of English language and Social Studies for the embedded peace values.

The macro perspective of peace is inter-related with micro perspective of values found in textbooks, pedagogical materials and classroom practice. The textbooks laden with values can be used to create awareness about peace concept among students. **Kariappa** (1992) found students can gain value awareness through textbooks and **Rajam** (1990) found distribution of peace concepts based on individual, societal, national and international categorization in the textbooks of higher secondary textbooks of Tamil Nadu. The study by **Sallabus** (2013) found that the textbooks which were analyzed, rich

in values like diligence, sensitiveness and love. A report of an international level meeting on textbook design was made by **Georgescu, D. & Bernard, J.** (2007). It articulated that there is positive potential of textbooks as tools of peace. In line with this procedure, the researcher decided to use the textbooks of upper primary education to ascertain the values that support peace in the discourse of subject content.

Analysis of written materials is the method followed for obtaining information on the relevant concept. **Sallabus** (2013) tried to determine whether narrative texts in Turkish textbooks used in value transfer while teaching Turkish. **Kertyzia and Standish**, (2019), for assessing the national curriculum of Mexico adopted content analysis as a technique. The researcher too used the technique of content analysis to identify peace oriented values from textbooks.

In terms of the mode and method of transaction of peace curriculum, it needs to be different from lecturing or reading. **Bartlett** (2008) argues that the nature and methods of peace education adopts the problem-posing approach to education, as opposed to the banking model that encourages rote learning. In the study by **Reardon, B.** (2001) participants have to clarify points made, to challenge compare and contrast position taken, to assess arguments, reasons and evidence offered to support positions, to identify ways in which different positions might complement and strengthen each other and to integrate ideas towards the fullest possible consideration of the topic. **Chinara** (1992) conducted a study which found two strategies -response strategy and self confrontation strategy- effective for inculcation of democratic values among adolescents. **Johnson**, D.W. et al (2005) and **Bartlett** (2008) suggest the method of teaching that is learner centered is more suitable to teach peace concepts. In terms of expected behavior in classrooms supportive of peace education, fair practices and sharing resources take an important place. In their article **Opotow, S. et al** (2005) outline that there are 2 key concepts related to peace education namely moral exclusion and moral inclusion. The classroom practices have to follow the principles of moral inclusion. **Johnson, D.W**. (2005) and his co author presented an overall plan for peace education, emphasizing teaching students the competencies and values they need to build and maintain peace on consensual basis. One of the main ways is teaching students how to engage in peaceful political discourse to make difficult decisions. The methods adopted by the teacher could

be lecture or discussion or demonstration in the classroom, the investigation will reveal if approaches suitable for peace education is implemented in the classroom and other places of learning in the school.

It is always emphasized that the teacher's role is central to the transaction of peace curriculum. According to **Akudolu** (2010), a teacher plays a central position in effective delivery of peace education in formal and non-formal forms of education. The teacher needs training in adopting appropriate strategies for peace education is stressed in the study by **CDR** (2002). **NCERT** (2005) has published a position paper on Education for Peace. It considers teachers as peace builders. It suggests ways in which the teacher can integrate peace concerns in classroom transactions using various pedagogical skills and strategies. The role of **teachers** in transacting peace values cannot be overlooked and their **training** is important according to **Harris and Morrison (2003). Srinivasan, (2009), Opotow, S. et al (2005) and Johnson, D.W. et al (2005)** expressed that conducive student teacher behavior is crucial to peace education. The teacher's role in integrating various peace components in the classroom interactions is an integral to curriculum transaction. Therefore observation of classroom teaching by teachers formed another aspect in the study to examine how teachers 'mediated the curriculum' (UNICEF, 2000)

The study by **Demirel, M.** (2009) showed that the elementary curricula contained the concepts and values such as respect, tolerance, love, respecting differences, peace, cooperation, empathy, problem solving and sensitivity; but not under the heading of peace education. **Kertyzia and Standish**, (2019), found nine components to positive peace, social justice, well-being, link mind, resilience, prevention, gender mind, peace zone, eco mind and peace bond. According to **Akudolu, L.** (2010) the goal of peace education can be achieved if the 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 are nurtured. Learning the processes that prevent and resolve conflicts cannot occur without imbibing and exhibiting relevant values. In the process of conceptualizing peace education, the researcher narrowed upon ten themes that represented the values underlying peace education.

According to **Bretherton, D. et al** (2005) whole school and community activities designed to build a more peaceful school and community contributed to changing student involvement. Varma (1976); Sinha (1964); Sahashrabudhe (1977) explain how personality of school going children are influenced by overall **school organization**.

The review has helped the researcher to some extent 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 at it.

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.

4. RATIONALE

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 center 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 such researches. 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

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educationalists, 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 (Barlett, 2008; Kertyzia and Standish, 2019; Demeril, 2009). 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 defenses 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 molding 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 perspectives.

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 of the class 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 content 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 it 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 his 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 right from its elementary level will help to meet the challenges of tomorrow. This discussion resulted in the following research questions.

5. RESEARCH QUESTIONS

1. Is our elementary school curriculum well designed to impart peace education to children?
2. How is peace education being transacted in the classroom at elementary school level?
3. How are the co-curricular and extra-curricular activities organized in schools to impart peace education to children?

6. STATEMENT OF THE PROBLEM

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

7. 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

8. DELIMITATION

The study was delimited to the curricular, co-curricular and extracurricular activities in which the upper primary students of standard VI, VII and VIII participated

9. 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 undergo learning in subject areas like 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 equip 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.

10. 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.

10.1 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.

10.2 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.

10.3 Population of the study

All English medium schools of Gujarat Board having upper primary education constitute the population. As per DISE report of 2014-15 Gujarat has 29,642 schools offering upper primary education. The number of schools in Vadodara stood at 259 as per District Education Report, 2012.

10.4 Sampling

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 proposed to be present in the school for continuous periods of time throughout the year and observe 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. 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.

10.5 Tools and techniques

For the **first objective** all relevant literature to 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. As per the **third objective,** observation of classroom teaching-learning process was done. For the **fourth objective** Co -curricular activities and extra-curricular activities, the researcher used observation as a technique to see the participation of students in these activities and the theme they had in the activities.

10.6 Collection of data

As per the **first objective**, the researcher needs to collect sufficient literature on the concept of peace from national and international level literature survey. 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 analysed 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,(2004,2006) and from international works like 'Learning: The Treasure Within, 'Peace education framework in UNICEF', Peace education: framework for teacher education, 'Learning the way of peace' etc..

Step 3 The most 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 was critically analysed 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 colored 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 was collected through observations and interpretations. 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 analysed subject-wise and the data was tabulated after evolving the categories.

10.7 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 a similar 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.

11. TENTATIVE FINDINGS OF THE STUDY

The research study had four objectives related to the analysis of curriculum. The gist of what the study achieved at the end of the investigation is presented below.

11.1 Concept of peace education

Directly or indirectly pointers are given in the national level documents for promoting peace and harmony regardless of the diversity prevalent in the country. They suggest that values like **responsibility, equality, freedom, justice, critical thinking, human initiatives, unity, non-violence, tolerance** and **safeguarding nature** are some of the most relevant and pertinent among them.

It is in this context the investigator decided to form them as the indicators for analysing the curriculum of primary education. There are ways in which the presence of these values minimise conflicts and better the chances of togetherness. A brief description of how these values support in reducing conflicts and bring in harmony among individuals is presented.

Responsibility means a duty or obligation to satisfactorily perform or complete a task. It is also associated with reliability and trustworthiness. Conflicts among men mostly rise as a result of ignoring one's responsibility. It could be a child not doing his assignments or a teacher not completing her course. It can be minimized if one is reminded about one's roles and duties in the society (The Fundamental Duties, Article

51, The Constitution of India, 1950; Kothari Commission, 1964). Understanding, imbibing and showing responsibility is integral to peace.

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

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

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

Human initiatives means taking the significant first steps or actions to the find solutions of a problem.Disputes occur when thoughtless actions are made. Humans should strive for development and improvement (University Education

Commission, 1948; Kothari Commission, 1964; Delors, 1996). They should take initiatives and steps to strengthen themselves. One should enhance ones' core ability. That's why **human initiatives** are integral peace.

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

Justice demands fairness in the way people are dealt with. The quality of being just, righteousness, equitableness; to uphold the justice of a cause. Conflicts arise when justice for a victim is denied. Absolving the innocent victim and punishing the perpetuators behind a crime are not just legal activities. Justice calls for knowing the truth and following the path of integrity (The Constitution of India, 1950; University Education Commission, 1948; Kothari Commission, 1964; National Curriculum Framework, 2005). Understanding, imbibing and supporting **justice** is integral to peace.

Non violence means use of peaceful means to bring in change. Not using coercion or violence to bring change. Conflicts escalate when sense of revenge fills the mind and it escalates to violence. Showing disrespect in words and actions are mild form of violence. They can be observed even in educational institutions. One can pacify using non violent methods and right kind of communication. (Kothari Commission, 1964; UNICEF, 2000). Understanding and practicing **non violence** is integral to peace.

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

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

Forming a theoretical construct is a matter of elaborating the nomological network in which it occurs. The new construct must generate laws confirmed by observation. The investigator has therefore conceptualised peace education as consisting of these concepts **- responsibility, equality, freedom, justice, critical thinking, human initiatives, unity, non-violence, tolerance** and **safeguarding nature** and sought to confirm their presence or absence in curriculum of upper primary level education.

The behaviours at interpersonal level are guided by interpersonal values like **compassion, cooperation, impartiality, responsibility and friendships.** The interpersonal values cannot be manifested without the presence of certain values at individual level like **freedom, courage, empathy and love.** The idea of peace elements at global level is far removed from the actual experiences of individuals at a day to day level. But even ramifications at global level or broader areas begin at the individual or interpersonal level. As it is said 'War begins in the minds of men peace too has to begin in the minds of men'.

In line with the values recommended in national level documents, components of peace identified by national and international scholars in the area of peace education, in the present study, the following themes have been enlisted as representative of peace education content in textbooks of upper primary level.

1. RESPONSIBILITY
2. EQUALITY
3. FREEDOM
4. CRITICAL THINKING
5. HUMAN INITIATIVES

6.   TOLERANCE

7.   JUSTICE

8.   NON VIOLENCE

9.   UNITY

10. SAFEGAURD NATURE

They have been taken as leading line of thought when peace perspective is to be identified in textbook content.

11.2 Perspective of peace education in textbooks

Outcomes of analysis of English and Social science textbooks

The researcher framed ten values as representative of peace education in the previous paragraphs. The empirical evidences in textbooks of English and Social science subjects of standard VI, VII and VII are presented below.

ENGLISH TEXTBOOKS

Textbooks of English are designed for language proficiency and improving communication skills among students. The textbooks of VI, VII and VIII give adequate coverage to a variety of settings –local and global- so that student get exposure to Indian authors as well as foreign authors. It brings in different perspectives which are essential to bridge the misunderstanding among people. There is more of informal, subjective content unlike social science content. There are issues presented in writing activities of chapters in which writing skills are honed along with finding solutions to certain problem. They help in developing **critical** and creative thinking skills. Stories, narratives, poems have values embedded in them. And so developing a well- rounded person with an understanding on **responsibility, unity, justice, tolerance, and compassion** is possible through the language content of the textbook. The contents were structured around themes like living creatures, art, creativity, sports, environment, travel, food and health, adventures, mass media and cultural heritage. The hidden values related to peace education in the above mentioned content areas have been identified though analysis of textbooks.

STANDARD VI   ENGLISH TEXBOOK

The textbook of standard VI covers many issues that students of this age group are expected to have. The existing social reality around a child – in terms of family,

neighborhood –is found in the contents of the chapters. There are chapters that introduce the child to other countries around the world. Although the aim of language learning is the primary purpose of the textbook, there are instances and stories which convey peace messages to students. There are sections that are designed to stimulate the students' thinking.

Many activities suggested in the chapters of standard VI provide evidence about inclusion of peace values. Peace education becomes a reality when teacher supports **collaboration** and **cooperation** among her students. Ability to work with others and help others can be done through participation of joint activities. Activities encourage team work. For example*, 'Work together to make sure each sentence is correct' (Trash to treasure - page 31), 'Find out what your other classmates said. Are there different opinions about what it means to be strong or smart? (Amazing animals - page 16) 'Work with your group to write a poem about a place that uses sentences like Oliver's' (Water water everywhere – page 26].* Not only that, **acceptance** of different opinion and ideas of others is encouraged. '*Some students may name their colour with a thing and some students may name it some other way' (Amazing animals – page 8).*

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

Safe guarding nature is possible through **sustainable** human activities. Conflicts based on sharing and using of natural resources is a **challenge to peace.** There is coverage to sustainability in chapters in terms of creative use of wastes like the left-over vegetables (Trash to treasure - page 30), metal pieces (Trash to treasure - page 29), old, warm blankets (Trash to treasure - page 36), tyres and bottles (Reuse, reduce, recycle -

page 34) etc... This shall nurture the idea of using resources properly. **Sustainability** in terms of shortage of drinking water (Water water everywhere - page 22), of animals on the verge of extinction, (Amazing animals - page 16), of birds on the verge of extinction (Bird's eye view: looking more closely at animals - page 12) could be found in the textbook.

STANDARD VII ENGLISH TEXTBOOK

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

The poems 'Where the mind is without fear' (Exploring symbols - page 3) and 'Dreams' (Sports - page 16) are not only on **freedom**, **unity** and clear **thinking** but also on **proactive** actions. The poem 'It's a puzzle' (Exploring puzzles - page 20) and 'A poem for a friend away on a trip' (Let's travel - page 31) deals with **compassion** and **love** between friends but also on betrayal and unfair behaviors. These embedded values are peace related and students can find important life lessons in them.

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

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

Ideas related to **sustainability** are discussed in VII standard textbook as in standard VI textbook. The chapter 'The world around us' (page 1) brings awareness of their **responsibility** towards nature by saving water. Saving water is saving life and saving the world is emphasized by these instructions - *'Use only as much water as you*

require. Close the taps tightly after use. Use a bucket while bathing instead of a shower. Use a water jug instead of running water while brushing teeth' (The world around us – page 3).

STANDARD VIII   ENGLISH TEXTBOOK

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

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

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

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

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

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

DISCUSSION

English textbook content has the feature of unfolding the world to the children. They get familiarized with the other parts of the world and the culture there, as many instances found in English textbook about different places of the world. The content matter that dealt with stories had hidden moral values that could be imbibed. There is also considerable scope for improving one's creativity and expression. Being a subject that cuts across the curriculum, there are instances where we find integration with science, maths, sports and art subjects. There are multiple contexts like family, neighbourhood, community at large, diversity and cultural heritage, culture and customs of other countries, stories of real and imaginative adventures, travels and voyages, mass media, sports, health and hygiene which form the basis of learning experiences in English. There are 'peace laden' elements that a teacher could make use of in bringing desired values. Sensitivity in the use of appropriate language is found in the textbooks. Language is simple and not inflammatory in nature. Words and phrases used in the textbook do not convey biasness or prejudice against particular groups of the society. These help in creating a tolerant and inclusive individual exposed to multiple views and perspectives.

SOCIAL SCIENCE

Textbooks serve as indicator for subject matter contents in social studies. Textbook guides the teacher in teaching content as well as methods to transact the content. By examining the content it was found that few chapters in the textbook offered better understanding on issues which create conflicts among men; the kind of abilities that are needed for resolving quarrels; about the social norms of settling disputes. In many chapters we do not find any explicit themes of peace in it. The nodal concepts in the textbooks are related to historical, geographical and political aspects of social science. On examination of the content we could find how the content was structured alternatively

between the above mentioned aspects. A brief report of the identified elements standard VI, VII and VIII Social science textbooks is presented below.

STANDARD VI   SOCIAL SCIENCE TEXTBOOK

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

The chapter on 'Citizenship' (page13) addresses the student and mentions about **responsibilities** of being a member of family as well as a student of school. *'Maintaining good relations with your co-students and having a healthy attitude towards school are some of them. (Citizenship – page 14).* '**Unity** in diversity' (page39) exposes the students to the differences that exist in the present day India. It introduces the student to the possibility of living together –not just **tolerating** others but live in joyful celebration in one another's differences. The aspect of planned and systematic way of building towns that took care of health and hygiene of public is mentioned in the chapter 9 'Ancient towns' (page 44). This is essential for **building peace** in any given society. It gives learning about **living together** as a group and leading enriched life. Engaging with the past and understanding the life lived by people in the past shall enable the students to understand that the values of **equality, responsibility, freedom** and **unity** forms the backbone of civilized life.

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

The chapter on 'Amalgamation of peace and non-violence' (page 54) is on how saints like Gautam Buddha and Mahavir Swami preached **non violence, tolerance**. They

asked people to follow absolute **non violence** even towards animals, insects, birds and plants. These values play a critical role in bringing in peace to a society.

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

Caring for **environment** and celebrating particular days like - *2nd March - World Forest Day, 5th June - World Environment Day, 17th June - Desert Prevention Day, July (Beginning - Van Mahotsav of Rainy season) (The climate and natural resources of Gujarat – Page11) -* is mentioned in Chapter on 'The climate and natural resources of Gujarat'. It brings an understanding about how invaluable natural resources are and how one needs to use them carefully and sensibility to sustain the earth for longer period of time.

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

Ideas on **freedom** and its extent in our country is presented in these line *'Every citizen in this country has the freedom of speech and is free to express his / her thoughts. They can assemble peacefully without arms, form unions and associations and move to and*

settle in any part of the country. They can practice any trade they want. All children between the age of 6 and 14 are entitled to free and compulsory education. (Rights and Duties - page 80). At the same time there is a word of caution too on how **freedom** is to be used, *'Just because one is free to do anything, does not mean that somebody else's freedom should be affected' (Rights and Duties - Page 80).* In similar vein the relationship between rights and **responsibility** of peace loving citizens is considered when the text lines say, *'You have understood if each citizen fulfils his / her duty, no one's right will be seized. It is important to remember that the rights and duties go together' (Rights and Duties - Page 84).*

STANDARD VII   SOCIAL SCIENCE TEXTBOOK

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

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

Macro issues of protecting 'Public property' (page 77) would help them relate to importance each individual's **responsibility** towards safe guarding them. Markets and the 'Consumer in the market' (page 55) too have **responsibility** of consuming safe and sound goods. The matter of **justice** comes into play when people need to raise their voice or seek help of consumer courts in rectifying the wrongs.

The chapter on 'India: social life' (page 68) deals with ideal of '**unity** in diversity'. It introduces the student to the possibility of living together – not just **tolerating** others but

in joyful celebration in one another's differences. There is scope for enhancing peace only by displaying **equality** to fellow beings.

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

The textbooks articulate on matters of geographical importance like location, climate, natural resources and industries. The content on 'Physiography of India' (page 34) and other 'Continents' (page 91) let students be aware of the totality of **environment.**

STANDARD VIII SOCIAL SCIENCE TEXTBOOK

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

The historical timeline from the arrival of Europeans,(Arrival of Europeans in India - page1) the events that lead to the traders becoming rulers (How the traders became rulers - page 19), the ill-effects of the British rule (Effects of the British rule in India - page 32) reveal instances of **inequality** with which Indian traders were dealt with, ill-treatment meted out to farmers and so on. The conflict between Europeans themselves (British, French and Dutch) in accumulation of wealth at the cost of native people is an example of how material resources become a 'bone of contention' and fight among people. Exploitation and deprivation are **violence** in different forms. These obstructive factors can be termed as negative peace. The relevance of peace can be better understood by gaining awareness of pain of subjugation under an unjust ruler.

The tentative findings reveal that there are ideas on democratic principles and how they work at grass- root level. It elaborates on the meaning of democracy by

pointing out the historical development of India's independence movements. The bondage suffered under British rule (Effects of the British rule in India - page 32) and why repressed basic rights brought in freedom fighters (Revolutionaries of India -page 32) shows how human resist all forms of repression and seek **freedom**.

The chapter on Mahatma Gandhi's non-violent resistance (Following the Mahatma - part I-page 52) has inspired people suffering such all over the world. The sacrifices at individual level brought the **freedom** we take for granted now. The lesson to be learnt is this - we need to value the freedom we have now and think of ways to protect it from unscrupulous agents.

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

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

DISCUSSION

Upon scanning and analyzing the textual content, the researcher could finds texts or narratives which can be employed by the teacher for bringing in desired peace oriented changes in students' behavior. For example, when the content is about world leaders, reformers, revolutionaries, it is actually about a person's idea or many people's ideas that impacted people locally and globally. How solutions were found for problems. These people showed courage to face the problems that existed at that point of time. They fought against the negative, evil and dehumanizing practices that existed in those times. For example, How Gandhiji used the strategy of non violence to get freedom from British

or How Raja Ram Mohan Roy fought against sati system and abolished it. The learners will be inspired to know how solutions can be found even for impossible situations. It shall inspire students to nurture those values that shall bring about continuity and stability in the country.

11.3 Perspective of peace education in pedagogic process at upper primary level

The following themes had been enlisted as representative of peace education transaction in pedagogic and co-curricular activities of upper primary level – Responsibility, Equality, Freedom, Critical thinking, Human initiatives, Tolerance, Justice, Non violence, Unity and Safeguard nature. Their direct or indirect presence is presented below.

a. **Responsibility** in pedagogic process

In the course of interaction the teacher and students exhibited responsibility. **Responsibility towards student learning** was seen in the way the teacher was preparing them through revisions and instructing them to pay due importance to content. The teacher expects the students to follow them. The teacher took the responsibility to encourage students and involve them in tasks. She made sure they are at readiness to learn the next sequence of events to be done in the class. She gave appropriate feedback of the ongoing tasks to help student to make immediate corrections learning can happen well in classrooms if the teacher takes the responsibility to make the psychological environment conducive.

b. **Equality** in pedagogic process

In the course of interaction the teacher and students exhibited equality. **Equality of opportunity** to all the students, participation of all students in classroom activity was seen. When entire class is involved, opportunity is got by all students to learn. For a teacher all students are equal and she involved everyone in classroom activity.

c. **Freedom** in pedagogic process

In the course of interaction the teacher and students exhibited freedom.

Freedom to ask their doubts: it was found that the students were not hesitating to ask loudly her doubt. **Freedom to make inquiries:** a classroom should be a place where students can ask their doubts freely. There was free atmosphere in the class to ask about the assessment taken too.

d. **Critical thinking** in pedagogic process

In the course of interaction the teacher and students exhibited critical thinking.
Ability to find lacuna in an argument: students in class were able to find lacuna in the argument. They were using logic and finding the falsehood or discrepancy. **Critical thinking and inductive reasoning:** the students observed the examples and tried to deduce the underlying theme. **Ability to visualize and compare:** the teacher too acknowledges the reasoning of the student, the ability to infer things or predict things.

e. **Human initiatives** in pedagogic process

In the course of interaction the teacher and students exhibited human initiatives.
Hard work and its benefits: the teacher gave instruction that it is not just dreaming an ideal but hard work that results in achievement. Language lessons have scope of inspiring young people to do great works.

f. **Justice** in pedagogic process

In the course of interaction the teacher and students exhibited fair practices and elements of justice. **Fair practices in classroom:** the teacher made the students concentrate on the present work going on in the class. If they are involved in other activity they cannot learn what is being taught by the teacher students would look into the book for answers but teacher has to maintain certain rules for everyone. When rules and steps are specified, it also shows all students have the same rights in getting assessed.

g. **Nonviolence** in pedagogic process

In the course of interaction the teacher and students exhibited **patience** and **non violence**. The teacher used an historical instance provides an opportunity to explain about the role of non violence and getting justice. Violence and its perpetuators in history was the talking point.

h. **Tolerance** in pedagogic process

In the course of interaction the teacher and students exhibited tolerance.

It was observed that the teacher was patient to let the student correct himself after pointing out the way one should answer. She was **being patient with mistakes.** The teacher was **being patient and tolerant of views.** The teacher showed patience and did not immediately refute student's answer. **Tolerance shown towards wayward answers:** she did not ask him how he got the number but just made a comment whether he was sure about this number. Such patience and way of responding helps build rapport with students.

i. **Unity** in pedagogic process

In the course of interaction the teacher and students exhibited cooperation and unity. **There was presence of cooperation and cohesiveness in class**. The teacher brought cooperation and cohesiveness among the students by making groups and motivated them to give answers and defend their group. The students learnt working in teams and sharing their understanding. It is known that only if there is friendliness and understanding among the students such activities can be successful. Working in teams requires sharing of information, sharing of ideas and sharing of tasks which in turn build unity in the group.

j. **Safeguard nature** in pedagogic process

In the course of interaction the teacher and students shared ideas on safe guarding nature. There were discussion about **nature and safeguarding** the fertility of land. This environmental issue needs consideration and can't be ignored. Human beings need land to fulfill all their needs. Without which nobody can survive. It was observed there were discussion on protecting the fertility of land and the way its fertility is spoiled.

11.4 Peace perspectives in the co-curricular and extracurricular practices at upper primary level

a. **Responsibility** in co-curricular and extracurricular activities

Students and teachers take **responsibility** to present well organized programmes**.** They have to work hard and for many hours before any event organized in the school. In group activities students learn the value of doing one's duty and responsibility. **Responsibility**

for maintaining orderliness in physical exercises during republic day parade was seen in the behaviours of teachers and students.

b. **Equality** in co-curricular and extracurricular activities

When co-curricular activities are arranged there is **equal allocation** of responsibility to all teachers. All the class teachers were given a particular task. Everyone was busy in one activity or the other. The idea of equality could be learnt from such activities.

c. **Freedom** in co-curricular and extracurricular activities

The participants and teachers were showing their **freedom in expressing** their joy. It was observed that on completion of the event the students expressed their joy freely.

d. **Critical** thinking in co-curricular and extracurricular 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.

e. **Human initiatives** in co-curricular and extracurricular 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. **Human efforts and initiatives** are essential for co-curricular activities.

f. **Justice** in co-curricular and extracurricular activities

It was observed that **fair practices** were followed in competitions. The event of general knowledge quiz that was conducted in assembly, the organizers made sure that all the other students got opportunity to participate. They were following a code of conduct which was impartial and unbiased.

g. **Nonviolence** in co-curricular and extracurricular activities

In assembly, one of the first activities is meditation and this is a practice conducive to **non violence**. Such moments of contemplation prepares them to perform their day long activities in a thoughtful manner.

h. **Tolerance** in co-curricular and extracurricular activities

Display of **tolerance** and the virtue of being patient was seen in co-curricular activities of assembly. One learns to be tolerant and exhibit good manners partly because of the teacher's instructions, partly it becomes a habit that is cultivated.

i. **Unity** in co-curricular and extracurricular activities

The students and teachers prepared for concert where a theme of unity and cooperation is projected. The actions of teachers convey the idea of maintaining cohesiveness among the group by supporting one another. Selecting such a theme which projects unity helps in finding about what people in other parts of the world think and do. World unity or global unity is developed by such co-curricular activities.

j. **Safeguard nature** in co-curricular and extracurricular activities

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.

12. CONCLUSION

A theoretical understanding on responsibility or freedom could be had from text content as revealed in analysis of textbook. But it is to be seen in day to day actions. The observation of pedagogical and co-curricular activities was used as a technique to ascertain 'the empirical reality' in the field. As and when a relevant topic arises the teacher can present or model it for them, role-play the consequence of fighting, or lecture on how forgiveness is better than tit for tat in the long run etc… Empirically we can ascertain if there is perspective of responsibility, freedom, equality, justice, tolerance and non violence in the interaction and dealings in the class. We can consider that perspective of peace education is taken care of because these qualities are the building blocks of a peaceful situation.

The argument of the researcher is that when curriculum provides adequate coverage to peace related components and provides scope for a healthy discussion they are indirectly promoting peace. Moreover in a country like ours and in a context like present times, there is whole hearted encouragement to such valuable ideals right from

our constitutional framework to the common habits found in school. In the contemporary Indian context, we have an entire cultural heritage inclined towards peace, a pro-peace constitutional framework, similar national curriculum framework, the state's ideals in the states curriculum and finally the school's ethos, vision and aims for developing 'global citizens' points out the importance given to peace and harmony.

Another observation is the clamour for creating new subject areas in school curriculum. There are demands for introducing citizenship education, human rights education, aids education, life skills education and environmental education and so on. The premise behind such demands is that the products coming out of school are inefficient in citizenship, in life skills, in human rights, in environmental sensitivity and so on. The researcher is of the view that additional curriculum is not required if learning outcomes match to the learning objectives of all round development of students. When there are no issues with the 'intended curriculum' why does disparity in the 'attained curriculum'?

The researcher is also of the view that when substantial sections of the society are left out of the desirable education system, there are chances of misfits and antisocial elements threatening the peace initiatives whatever is taken. Secondly the teachers' fraternity needs to devise or modify the way enculturation of children occur in the settings of the schools.

Peace education is essentially the existence of mankind in harmony. The intention in a peace education is harmony so it could be renamed as education for harmony. So that whatever diverse elements can be orchestrated to function as one. It is neither related warfare free world nor individual's mental peace as perceived by people.

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List of Textbooks analyzed

Gujarat State School Textbook Board (GSSTB)

GSSTB, STANDARD 6 SOCIAL SCIENCE - FIRST SEMESTER, 2014

GSSTB, STANDARD 6 SOCIAL SCIENCE - SECOND SEMESTER, 2014

GSSTB, STANDARD 7 SOCIAL SCIENCE - FIRST SEMESTER, 2014

GSSTB, STANDARD 7 SOCIAL SCIENCE - SECOND SEMESTER, 2014

GSSTB, STANDARD 8 SOCIAL SCIENCE - FIRST SEMESTER, 2014

GSSTB, STANDARD 8 SOCIAL SCIENCE - SECOND SEMESTER, 2014

GSSTB, STANDARD 6 ENGLISH (First Language) - FIRST SEMESTER, 2014

GSSTB, STANDARD 6 ENGLISH (First Language) - SECOND SEMESTER, 2014

GSSTB, STANDARD 7 ENGLISH (First Language) - FIRST SEMESTER, 2014

GSSTB, STANDARD 7 ENGLISH (First Language) - SECOND SEMESTER, 2014

GSSTB, STANDARD 8 ENGLISH (First Language) - FIRST SEMESTER, 2014

GSSTB, STANDARD 8 ENGLISH (First Language) - SECOND SEMESTER, 2014