

# CHAPTER - I

## INTRODUCTION

### 1.1. 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 of Gujarat Board. The examination of the various aspects and processes involved in primary education curriculum will help to understand and reformulate the transaction of peace values among the students.

As it is a qualitative study, the research questions and the research objectives framed 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 that there is scope for inculcating peace values in the textbooks and co-curricular and extracurricular activities when teachers utilize them appropriately.

### 1.2. Background of the Study

India has stood for peace and tolerance for many centuries. Peace for the entire world is what the Vedic hymns sang about. India has to its credit a number of luminaries like Gandhi, (1869-1948), Vivekananda, (1862-1902), Guru Nanak (1469-1539) and Buddha (563 -483B.C.) who encouraged a peace-loving way of life. 'Our philosophical tradition of ahimsa, cultural heritage of peaceful co-existence and the Gandhian legacy of non-violent resolution of conflicts inspire heroes and sagas of peace in other parts of the world' (NCERT, 2006 b). Not only that, India has always worked for peace and understanding among nations, treating the whole world as

one family, reinstated in the well-known saying 'Vasudhaiva Kutumbakam'. 'True to this hoary tradition, Education has to strengthen this world view and motivate the younger generations for international cooperation and peaceful co-existence. This aspect cannot be neglected in our education' (NPE, 1986). To strengthen peace among the future citizens, educationists in India need to examine school and college curriculum and find if values like peace and cooperation are ignored or facilitated. This will help us to modify curriculum and impart education that will help to create the kind of society where peace prevails.

The country has a long and fascinating past and has faced many challenges in the last century - to break the bonds of foreign rule, to deal with overwhelming population, to overcome caste and religious barriers, to eliminate prejudices and blind beliefs, to improve health and sanitation facilities, to alleviate poverty and educate people for a meaningful living. India as an emerging powerful country sought education for gaining victory over all things that undermined the development of the country. The country realized the central role that education can play in meeting the complex demands of the society. The new face of education created educated people who brought remarkable changes in science and technology, business, medicines and health care, infrastructure and other beneficial activities. Therefore, it is this education which has to overcome the problems and bring peace to people and nation at large.

Education which begins at primary level lays the 'foundation for the development of social skills necessary to live together in harmony' (NCF, 2005). School curriculum should enable our youngsters to learn and appreciate the rich cultural tradition of peace and harmony. The study is an attempt to explore the learning experiences the children at primary level get exposed to, through the implementation of their prescribed curriculum. The content of textbooks, the classroom transactions and co-curricular activities are the means through which curriculum gets implemented. Unless care and attention is paid for promotion of peace; 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 intends to provide understanding as to whether peace and its related values are having a due place in the curriculum and its transaction is appropriate at primary level.

### **1.3. Stages of School Education in India and Gujarat**

In any progressive country, education of its people is an important part of its overall development plan. The school system must be aligned with the national goals of equality, fraternity and secularism. 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. But there are differences among the states of India. 'The upper primary stage includes classes VI to VIII in 27 States/UTs, VI & VII in Andhra Pradesh, V to VII in six States/UTs and V to VIII in West Bengal' (Yadav, 2011).

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 15 to 16 years of age and in higher secondary the age is from 17 to 18 years of age.

The school level education is taken care of by different educational boards. There are 33 different educational boards in the country including the Central Board of Secondary Education (CBSE), Council for the Indian School Certificate Examination (CISCE) and the various state educational boards (ISID, 2009). Every state governs the education system in their state through state boards of education and manages them through state departments of education. The state board functions locally within the confines of the state's geographical boundary. They control the operation of the schools and other functions essential to the day to day operation of schools. The different school education boards prepare the curriculum for schools under them.

'Gujarat has also its own state board (Gujarat Secondary and Higher Secondary Education Board) in which the curriculum, pedagogy and evaluation methods are decided by GCERT (Gujarat Council of Educational Research and Training) of the state keeping in mind the national guidelines prescribed by the NCERT (National Council of Educational Research and Training)' (Chand and Choudury, 2004). As in other states of India, Gujarat too has three kinds of schools that follow the state curriculum - the government schools, private schools and the grant-in aid schools. In Gujarat, the state's school textbook board (GCERT) is responsible for materials for primary and secondary education prepared by its subject experts and distribution is through authorized dealers' (CABE, 2005). In general, apart from the State Board and the Central

Board, many religious institutions, voluntary organizations have established primary and elementary schools in the State so that the objective of universal enrolment, universal retention and quality primary education is realized. In terms of medium of instruction, Gujarat has apart from Gujarati Medium Schools, a number of English Medium, Hindi Medium and Marathi Medium schools.

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 school will be categorized from standard I to VIII, secondary schools will be categorised from standard IX to X and higher secondary schools will be categorised from standard IX to XII.

#### **1.4. Nature and Function of School Curriculum**

The purpose of school education of ‘all levels is served by its curriculum’ (Goodlad et al, 1979). Curriculum as mentioned by Kelly is ‘learning that is planned and guided by school, whether it is carried on in groups or individually, inside or outside the school’ (Kelly, 1999). It is only a well-drawn out curriculum that would bring about an all-round development in the individual – his mental, physical and emotional well-being.

In formal education, a curriculum (plural curricula) is the set of courses, and their content, offered at a school or university. The word curriculum from its early Latin origin means literally to run a race. 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.

The functions of the curriculum is to provide breadth, balance, coherence and progression and to attain this aim the curriculum has been divided into a number of broad curricular areas, set in an appropriate balance. ‘The intended curriculum is found in the vision or basic philosophy underlying a curriculum’ (Van Den Akker, 2012). 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. 'When courses or content are intentionally or unintentionally ignored in curriculum, it is called null curriculum' (UNICEF, 2000). Peace education is one such area not given a formal place in school curriculum of India.

### **1.5. 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.

In the case of school education, it is the preparatory steps for further education. 'School education helps in achieving the educational aims by undertaking different core educating activities' (Yadav, 2011). Though the curriculum is put together in five to six subject areas, co-curricular and extra-curricular activities, these learning areas should focus on learner, learning and content rather than on subjects as an end itself. The desired outcomes of children's learning is to target not only knowledge but also behaviours, attitudes, values and skills and the learning outcomes have to be established in the beginning of the curriculum implementation process itself. The curriculum design and methodology should be conducive for these learning outcomes. The overall development of the personality of students should be the main educational objective of the prepared and implemented curriculum.

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

### **1.6. Objectives of Upper Primary Education in India and Gujarat**

The document entitled “The 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).

As outlined in NCF-2005 the syllabus of elementary level had been prepared by NCERT in the year 2006. In subsequent years textbooks for various standards have also been prepared. 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 investigation to be done in implemented curriculum of upper primary education.

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.

According to NCERT syllabus (2006 a) the general objectives of learning languages and other subjects at elementary stage are:

### **Learning Objectives of Languages**

The objectives of teaching languages at elementary level are:

- To negotiate their own learning goals and evaluate their own progress, edit, revise, review their own work
- To understand, enjoy and appreciate a wide range of texts representing different cultures, ways of living
- To be able to articulate individual/personal responses effectively
- To use language and vocabulary appropriately in different contexts and social encounters
- To be able to organize and structure thoughts in writing/speech
- To develop production skills (fluency and accuracy in speaking and writing)
- To use dictionary suitable to their needs
- To understand and enjoy jokes, skits, children's films, anecdotes and riddles

### **Learning Objectives of Mathematics**

The objectives of teaching mathematics at elementary level are:

- To move away from using concrete materials and experiences to deal with abstract notions
- To understand mathematical language including symbols
- To develop a better understanding of logic and appreciating the notion of proof
- To go from concrete to abstract, consolidating and expanding the experiences of the child
- To generalize and learn to identify patterns
- To solve problems, puzzles and help her engage with underlying concepts and ideas
- To develop an understanding of mathematics and appreciate the need for and develop different strategies for solving and posing problems

- To make mathematics a part of the outside classroom activity of the children. The effort is to take mathematics home as a hobby as well
- To evolve their own definitions and measure them against newer data and information
- To emphasize the ability to follow logical steps, develop and understand arguments
- To emphasize on developing an understanding of spatial concepts

### **Learning Objectives of Science**

The objectives of teaching science at elementary level are:

- To provide plentiful opportunities to engage with the processes of science: observing things closely, recording observations, tabulation, drawing, plotting graphs
- To drawing inferences from what they observe
- To initiate a quantitative understanding of the world
- To perform the experiments themselves, in groups

### **Learning Objectives of Social Sciences**

The objectives of teaching social sciences at elementary level are:

#### **Objectives specific to History**

- To provide a general idea of the developments different periods of history
- To give an idea of the way historians come to know about the past
- To create a sense of historical diversity
- To introduce the child to time lines and historical maps
- To situate the case studies being discussed
- To locate the developments of one region in relation to what was happening elsewhere and there
- To encourage the students to imagine the society that was being discussed

#### **Objectives specific to Geography**

- To develop an understanding about the earth as the habitat of humankind and other forms of life
- To initiate the learner into a study of her/his own region, state and country in the global context
- To introduce the global distribution of economic resources and the ongoing process of globalization

- To promote the understanding of interdependence of various regions and countries

### **Objectives specific to Civics**

- To enable students to make connections between their everyday lives and the issues discussed in the textbook
- To have students imbibe the ideals of the Indian Constitution
- To have children gain a real sense of the workings of Indian democracy: its institutions and processes
- To enable students to grasp the interconnectedness between political, social and economic issues
- To have them recognize the gendered nature of all of the issues raised
- To have them develop skills to critically analyze and interpret political, social and economic developments from the point of view of the marginalized
- To have them recognize the ways in which politics affects their daily lives

The above-mentioned objectives of the main subject areas of primary curriculum will help the child to develop certain generic competencies (NCF 2005) like critical thinking, (which is best developed through science and social science curriculum), communication and creativity (through language curriculum) and many other such abilities.

It is pertinent to note that specific mention for inculcation of peace is not enlisted in these objectives of upper primary level education.

### **1.7. Curricular and Co-Curricular Elements of Upper Primary Education in India and Gujarat**

The children of lower primary and upper primary ought to be engaged in exploratory and hands on activities. They need to know fabrication, estimation and measurement. The skill of speaking, reading and writing of language is to be acquired not only for learning science but also through science. In upper primary stage the methods of teaching should be through activities and experiments, group activity, discussion with peers, surveys and exhibitions of displays (NCF, 2005). A discussion on curricular subjects of upper primary is presented in the fourth chapter.

In NCERT's 'Peace Education: Framework for teacher education' (2005) it is said that the basic challenge is to map peace education concepts while planning curriculum in science, social science, languages, humanities and other subjects. Another challenge is to identify peace

education concepts and practices in designing and managing co-curricular and extracurricular activities in the school.

### **1.8. Education for Peace as Reflected in National Curriculum Framework - 2005**

Education is a force that can bring in change we want. ‘If education could teach human beings to become the most sophisticated annihilators of the human beings and life on earth, it is also education alone that can and must educate human beings to live with peace and dignity’ (UNESCO, 2005). Education had to foster a culture of peace and understanding among the people of India. In order to bring about this change there was a need for preparing a national level framework for school level education. There has been constant revision of national curriculum framework. NCERT prepared the “The Curriculum for the ten-year school – a framework” in 1975 for the first time and the most recent one is the National Curriculum Framework-2005. It is in this document that education for peace is elaborated in detail. Earlier frameworks had moral instruction and value education in the curricular areas and now they have become the precursors of the recent concept of education for peace. It is mentioned that education at the primary school level itself should focus on laying the value foundations for personality formation and the development of the social skills necessary to live together in harmony. Position paper of National Focus Group on Education for Peace prepared by NCERT (2006) states that focus could then shift gradually to a perspective on peace, especially to enable students to understand the value-foundations of peace. The area of special emphasis here is the need to promote skills for the peaceful resolution of conflicts. In the upper primary school years, students could be enabled to view the culture of peace from the perspective of Indian history, philosophy, and culture.

NCERT (2006 b) enlists the basic assumptions that shape the approach to education for peace. These are: (a) schools can be nurseries for peace; (b) teachers can be social healers; (c) education for peace can humanize education as a whole; (d) the skills and orientation of peace promote life-long excellence; and (e) justice is integral to peace. The NCF-2005 recommends that peace education be integrated across the curriculum, in lessons as well as activities. Accordingly, teacher training, the content of social sciences in particular and learning through work and activity are three areas that indicate as warranting attention.

NCF- 2005 has enlisted a number of suggestions for fulfilling the integrated approach to education of peace too. ‘Integrating peace education essentially means integrating its five facets wherever possible. The five facets are:

- a) the values embedded in lessons and activities;
- b) cultural and social awareness;
- c) sensitivity to differences;
- d) a pro-active approach and
- e) effective and developmentally appropriate follow-up activities’ (Rajagopalan, 2009).

The above paragraphs give an overall view about peace education as envisaged in our National Curriculum Framework -2005.

### **1.9. 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 is interested in bringing about positive changes in the field of education and in its document on vision Gujarat, 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. It further points out that prospect of education will give equal opportunity for every child to grow and develop and that the mode of delivery will be student friendly so that learner benefit most. The vision elements say that importance will be given to culture and values so that learner will develop holistically. (CII –Yi, 2009). 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 are given importance and that the children are exposed to good learning materials. Gujarat State has its own textbooks, which are published by Gujarat State Textbooks Board. The procedure of planning, preparing,

publishing and distribution is the responsibility of the Textbook Board and the above-mentioned recommendations are taken into consideration in formulating textbooks.

### **1.10. Some Features Descriptive of Peace Education**

Since India is a country of diversity, its economy and social development need urgent reforms. Therefore, sensitivity to diversity and inclusion of the disadvantaged should be a part of the education provided. The neglect of these two issues gives rise to undesirable conflicts among the people of the country. Peace education would make an attempt to bring about peace through the means of education. It is education that can create a safe and peaceful world. It is education that aims at creation of individuals with both 'inner' and 'outer' peace, who would have the courage to save the country from destruction through warfare and violence.

While drive theory believes it is frustration that leads to arousal of a drive to harm others or create conflicts, Berkowitz (1989, in NCERT, 2004) suggests that the tendencies can be modified by high level cognitive processes. 'Peace can be cultivated through training of the mind to control the desire, balancing between deserving and desiring, developing tolerance and respect for differences, concern and love for others and moving from competition to cooperation'(UNESCO, 2005).

'According to Mahatma Gandhi, the antonym to violence is non- violence, which has eight components: peace, equality, fearlessness, humility, love, self-control, truth and tolerance' (NCERT, 2004). According to Swami Vivekananda, the aim of education is man making. The betterment of man and humanity was his deepest concern. He believed in universal brotherhood. Tagore felt that harmonious relationship with nature was essential for integral development of an individual. He desired to bring harmony in all aspects of human relationship – in man – man relationship, in man – nature relationship or man – god relationship. The inner peace can be attained only by removing the ignorance that clouds and hides the truth. According to Shri Aurobindo 'Man, being essentially a soul and divine reality, is capable of casting away the sheaths of ignorance and become conscious of his true self' (Pani, 2007). These ideas are reflected in peace education conceived elsewhere too. The goal of peace education (Akudolu, 2010) can be achieved when these attributes are nurtured. It is based on eight key areas of peace education emanating from United Nations resolutions and the Noble peace prize laureates manifesto-2000. They are Respect all life, Non-violence, Sharing, Listening to understand,

Preservation of the planet, Tolerance and solidarity, Equality of men and women, and Democracy.

The researcher is of the view that peace education could be termed as learning experiences provided in various learning environment that would enable the learner to have a better understanding of his or her own self so that it may lead to ‘inner peace’ and a better understanding of living harmoniously with other people and nature so that it may lead to ‘outer peace’. Peace is a mental state that can be nurtured by adopting values like freedom, respect, love, compassion, tolerance and integrity in our everyday life. Peace can be a perceived state if every individual recognizes and practices these values not only in terms of other human beings but also with the environment in which he or she lives. The researcher would like to mention that human beings can be consciously and deliberately educated in desirable values and attitudes through appropriate methods.

### **1.11. Need of Education for Peace in Upper Primary School Curriculum**

Children are not born with prejudices. They have innate sense of acceptance and forgiveness. It is said that the children are wiser than men. 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.

Curriculum transaction in the primary stage – both academic and non-academic activities, the prescribed and enacted activities – should reflect peace perspectives. Kothari Commission (1964-66) emphasizes that at the lower primary stage, the curriculum should be simple with lesser load of formal subjects and emphasis on language, elementary mathematics and environmental studies. With less load of formal subjects, the child at this stage can be involved in activities and interactions that promote peace values. The child's natural innocence has to be preserved from being side-tracked or spoiled by society because ‘the child is the promise of mankind’ (Maria Montessori in UNESCO, 2001).

A child is a better observer, responds more quickly to instruction and is more likely than anybody to see relevant associations and to form generalization and discrimination. Generally, children are ‘readily motivated towards tasks and respond to a wider range of incentives’ (Garrett, 2014). So ‘A child centered and activity- based process of learning should be adopted at

the primary stage. As the child grows, the component of cognitive learning increases and skills can be organized through practice' (NPE, 1986).

### **1.12. Need for Curriculum Analysis from Peace Education Perspective**

Good education is the one that paves the way for all round development and overall success of man. It gives a sense of achievement and freedom to a person. Education also becomes a principal agency of modifying the society. Education is a tool that shows how to eliminate the causes of alienation and domination. People should and can consciously act to change their social and economic situations. If education has such a crucial part to play in enhancement of societal development and individual development, then it is essential to assess and evaluate all the elements related to the imparting of education, especially the curriculum of all stages of education. The examination of the various aspects and processes involved in education will help us to form an idea regarding how the lacuna in education be overcome by conscious effort at peace education. Curriculum and its transaction is one crucial aspect of education which needs to be constantly kept in line with society's present and future needs.

Curriculum can be approached in 4 different ways. When we approach curriculum as syllabus, we are really concerned with content. The idea of curriculum becomes just a body of knowledge –content and /or subjects (Smith, 1996, 2000). In fact, 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 or playground. Curriculum should be flexible enough to allow for individual differences and individual needs and interest to find a place. Curriculum should be related to community life. The subjects of the curriculum should be interrelated with each other and never be considered as isolated and watertight subjects. Curriculum that is curricular, co-curricular and extra-curricular activities, is the means through which the personality of a child is developed.

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) one of the most important advisory bodies in the field of education too made significant recommendations on the question of values, national and emotional integration. The National Curriculum Framework (2005) has elaborated on curricular area of peace education.

One needs to analyze if curriculum implementation keeps these recommendations in mind for fulfilling the aim of education.

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. In everyday classes the environment created has to be looked into. Rajagopalan (2009) mentions crucial aspects of the 'hidden curriculum' in schools like 'Classroom arrangements (who sits where), differential task assignment (suggestions that girls undertake the 'reproductive' or domestic tasks (sweeping cleaning); extra-curricular activities and types of play etc., subject choice (often girls are actively discouraged to take science subjects and the default option is home science), language used by teachers and peers in the school environment etc.'

These kinds of explicit aspects of the hidden curriculum can be observed in finer detail by keen observation of the classroom. The need for sensitization of teachers and setting up of protocols of acceptable behaviour can be derived as a result of the observations. There are pre-conceived beliefs which are difficult to change. 'Bringing about change in these realms is extremely difficult as they are based on deeply entrenched beliefs and attitudes and therefore need to be worked on a sustained basis' (Rajagopalan, 2009).

Elementary education is an important step in school education. The foundation is laid at this stage 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). We need to know if the children right from the first few years of schooling are oriented towards 'learning to live together' and 'learning to be' (Delors, 1996). According to Delors Commission, the principle of learning to live together means two things. First to develop an understanding of others –understanding similarities and diversities, secondly to have an understanding of oneself – understanding one's potential.

A critical analysis will enable us to find whether curriculum facilitate peace and the concept of peace among the children. There are many types of curriculum studies where analysis of curriculum have been done but not from peace angle. Crafting the perfect pedagogical intervention is futile without a clear understanding of the structure, methods, contexts and specific needs of a given system. This study will be a step in that direction.

### **1.13. 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 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 examined 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 critically analyzed 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 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.

#### **1.14. 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?

#### **1.15. Statement of The Problem**

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

#### **1.16. Objectives**

The study has been conducted with the following objectives.

- a) To conceptualize 'peace education' at upper primary school level
- b) To critically analyze the textbooks of upper primary school from peace education perspective
- c) To critically analyze the pedagogical process of upper primary school from peace education perspective
- d) To critically analyze the co-curricular and extra-curricular practices of upper primary schools from peace education perspective

### 1.17. Delimitation

The study is conducted with the following delimitations

1. The present study was delimited to upper primary curriculum followed in English medium schools of the city of Vadodara, Gujarat.
2. 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.
3. 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.
4. 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.

### 1.18. Explanation of Terms

Some of the terms used in the study are explained below.

**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. Along with such subject areas, the students participate in co-curricular and extra-curricular activities too. The entirety of learning experience is taken as curriculum.

**Upper Primary Education:** It is the initial level education that the school going children are exposed to. In Gujarat as in many other states, standard VI to VIII is considered as upper primary level education.

**Peace education:** It is an education that will 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.

There have been many authoritative studies in the area of peace education. All over the world educators are working for giving peace education the prominence it needed. The following chapter presents some studies done in the field of peace education.