CHAPTER VI
# CHAPTER VI

**FINDINGS, SUGGESTIONS AND CONCLUSION**

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6.1 Major findings of the study:

6.1.1 Findings related to content analysis:

1. From the analysis of the content of English Textbook of both CBSE and SEBA it has been found that very little contents of peace education is present in the English curriculum. 17.74% of the contents are found to have value education which is found to be the highest percentage.

2. It has been found that the content of value education in SEBA textbook is 30% whereas in CBSE textbooks it is only 11.9% which indicates that SEBA English curriculum contains more content of value education than CBSE curriculum.

3. It has also been found that SEBA English textbooks contain higher percentages of peace, value education, life of great man, war and its effects and human rights awareness whereas the percentages of contents such as national and international understanding, love and compassion, environmental education, nonviolence and patriotism is found to be high in CBSE textbooks.

4. Another finding is that social studies curriculum of both CBSE and SEBA contains very little contents on peace education. Content on peace
love and compassion and patriotism is found to be nil in both the CBSE and SEBA textbooks.

5. It has also been found that human rights awareness and environmental education is given more importance as compared to other contents in both CBSE and SEBA textbooks of social studies. The percentage of human rights awareness is found to be 18.63% and environmental education is 10.99%.

6. Another significant finding is that the social studies textbooks of CBSE contain more contents on peace education as compared to SEBA textbooks.

7. From the content analysis of the Environmental Education of both CBSE and SEBA, it has been found that a total of 80.95% of the contents have the element of environmental education only. However the CBSE textbook is found to be containing 6.25% value education. All other elements are found to be nil in both CBSE and SEBA textbooks of Environmental Education.

8. Analysis of the Hindi textbooks of both CBSE and SEBA curriculum reveals that it contains a total of 30.49% of value education in its contents. The CBSE textbooks of Hindi is found to be having 33.33% of value education and SEBA is found to be having 25.81% which is the highest percentages of content in both CBSE and SEBA respectively. However, contents on human rights is found to be nil in both CBSE and SEBA Hindi textbooks.
9. Another finding is that the Assamese textbooks of both CBSE and SEBA contain very little amount of content on peace education. The highest percentage is found to be value education which is 14.52%.

10. A very significant finding is that the literature subjects such as Hindi, English and Assamese all contain more value based contents whereas subjects like social studies (includes History, Geography, Civics and Environmental Education) contain more content on human rights awareness and environmental education.

6.1.2 Findings related to Objective 1:

1. All the elements of peace education are found to be present in the scholastic activities at the elementary level. It reveals that though peace education as a separate subject is not included in the curriculum, various elements such as values education, human rights education, educating to deal with mental conflicts, war and its effects, topics on national integration and international understanding, human rights education, environmental education, educating to live in harmony and principle of non-violence are present in all the school curriculum.

2. Educating to live in harmony is found to have received 96.29% of positive responses which indicates that it is a common element in the scholastic activity of the schools.

3. It has also been found that knowledge of rights and duties towards society have received 94% positive responses which reveal that it is another common element of peace education that is present in the scholastic activities of the elementary level.
4. Human Rights education is also found to be present in the curriculum as it has received a high positive response of 88%. This indicates that topics on human right education are present in the curriculum of elementary level.

5. Another very important element of peace education is learning about war and its effects. The present study finds that this element has received 83.86% positive responses indicating the presence of the element in the scholastic activities of elementary level schools.

6. The study reveals that topic directly on peace education has received only 26.7% positive response which reveals the fact that though not in all schools, some schools have included topics on peace education in their curriculum.

7. Non violence is also an important element of peace education. The present study finds that 80.14% of positive responses have been received by this element. This indicates that in the scholastic activities of elementary level schools this element has been given a high priority.

6.1.3 Findings related to Objective 2:

1. The present study reveals that various methods like Dramatics, project work, Storytelling, use of audiovisual aids, teaching through life and work of great man and woman, yoga and meditation are used by the teachers in the teaching learning process for imparting peace education to students.

2. The method which received the highest positive responses from the students as well as the teacher is found to be teaching through the life and
work of great people. This method is found to be adopted by all the teachers as it has received 100% positive responses from teachers and 95.71% from students.

3. It has been found that only some teachers are adopting dramatics and project work as it has received only 54.86% and 52.86% of positive responses from the students respectively. However, a high response (72% & 85.33%) is found from teachers on both the methods which indicate a difference of opinion between teachers and students.

4. A difference of opinion is also found between the students and teachers regarding use of storytelling method for imparting peace education. It has been found that a small percentage of students (32.43%) have given a positive response, whereas the responses from the teachers are found to be high (60%)

5. It has been found that according to students 61.43% teachers and according to teachers 52% are using audio-visual aids for teaching in the classroom. This indicates that many teachers do not use audio visual aids while teaching. It may be noted that use of audio-visual aids is very important for imparting peace education and all the teachers are expected to use these aids.

6. It has been found teachers use democratic method and allows freedom of expression to students in the classroom. However, a small percentage of students, i.e., 14.71% students are of the view that they are denied of freedom of expression.
7. Teaching through art and painting is found to be another important method of imparting peace education to students. Through art and painting, message of peace can be spread amongst people.

8. Yoga and Meditation are two very important methods of imparting peace. It is a well-known fact that yoga and meditation help in releasing tension and anxiety. The study reveals that 76.29% students get the opportunity of learning yoga and meditation.

9. The study also found that though physical punishment has been banned, according to 68% students, some teachers are still using physical punishment on them in the name of discipline. However, it is found that 100% of the teachers have denied using physical punishments to the students. So, there seems to be contradictory views among the students and teachers regarding the use of physical punishments.

6.1.4 Findings related to objective 3:

1. Co-scholastic activities are found to be playing a major role in imparting peace education amongst students.

2. Morning Assembly of the school is found to be playing one of the major role in developing a peaceful mind as well as a peaceful environment.

3. Another important finding is that games and sports are important instrument of removing hatred from the minds of people. It is also found to be spreading the message of peace amongst people.

4. The study also revealed that different literary activities help in the development of values and morals among students.
5. Music is found to be helping students in relaxation of mind and thereby developing peace amongst students.

6. Another noticeable finding is that different environmental awareness programme helps the students in understanding the relation between peace and environment and thus is found to be imparting peace education amongst students.

7. It has been found that different co-scholastic activities such as extempore speech, debate, yoga, meditation, art and painting play important role in imparting peace education amongst students.

8. N.C.C., Scouts and Guides are also found to be helping the students to learn how to develop peace in the society.

9. The study also found that celebration of Independence Day and Republic Day develops a feeling of nationalism in the minds of the students.

10. Celebration of teachers day is found to be developing a sense of appreciation and respect for the teachers and celebration of children’s day is found to be developing a sense of belongingness amongst students.

6.1.5 Findings related to Objective 4:

1. Analysis and interpretation of data reveals that teachers are playing an important role in developing peace amongst students. It has been found that 100% of the teachers find the present society an unrest one due to communal conflicts between different groups. Regarding the need of peace education, 98.67% of teachers feel an urgent need of peace education for the present society.
2. Teachers are found to be adopting different ways and means to maintain discipline. Though 88% of teachers oppose corporal punishments, 12% of teachers are found to be in favour of light punishments to develop a sense of discipline.

3. Teachers are also found to be playing an important role in developing peace by organising and participating in different environmental education programme as well as celebrating world environment day and earth week.

4. It has also been found that teachers are also playing an important role in the developing of non-violent attitude and love for peace in the minds of the students by narrating the stories of great people and spreading the message of Gandhiji.

5. The study also reveals that majority of the teachers (62%) organise various peace programmes and encourage students to participate in such programmes.

6. Another noticeable finding is that students are always encouraged by teachers to do various charity works as well as to help the poor and the needy ones.

7. Teachers are also found to be taking keen interest in developing the feeling of oneness by teaching about equality of all religion and respect every individual irrespective of caste, class and creed.

8. It has been found that teachers try to help the students to overcome stress through yoga and meditation.
6.1.6 Findings related to objective 5:

1. Through the analysis of the data it has been found that parents have a great influence in developing peace amongst children.

2. Developing good morality in the minds of children is very important and parents are found to be having a great influence in developing morality through various ways such as teaching to respect elders, teaching to be truthful and encouraging to be loyal. One noticeable finding is that though stories are the best means of developing values only 60% parents are found to be adopting story telling method for developing values amongst children which indicates that many parents do not tell stories to their children.

3. It has also been found that parents have an influence on the development of spirituality amongst children which is another main peace value. Parents are found to be providing opportunities to participate and attend religious function, encourage to do prayers everyday and to do yoga and meditation which directly and indirectly helps in the development of spirituality.

4. Nonviolence is an important peace value and it is very important for the parents to teach their children the principles of nonviolence. The study reveals that parents help their children to learn the principles of nonviolence by teaching to avoid violence, helping to resolve conflicts peacefully and by teaching to maintain peace and harmony.

5. It has also been found that parents have a high positive influence on the children regarding development of tolerance.
6. Another important finding is that in the aspect of love and concern only 66% parents are found to be spending enough time with the children and this develops a gap between the parents and the children. Apart from this it has also been found that only 63.33% parents help their children with their study which is again an indication that at present time parents do not have enough time for their children. This may be due to the increasing urge of more financial security which forces both the parents to work outside home. As a result parents have very little time for the children. This has resulted in an increasing alienation between parents and children.

7. The study also reveals that all the aspects of compassion have received high positive responses from parents and as such parents are found to be having a positive influence in the development of feeling of compassion.

8. It has also been found that a total of 70% parents encourage their children to participate in national festivals in order to develop a feeling of nationalism. This reveals the fact that 30% parents hesitate to encourage their children to participate in national festivals. This may be due to the frequent violent activities in the area on these days.

6.1.7 Findings related to objective 6:

1. The analysis of the data reveals that peers play a very important role in development of various peace values such as love and compassion, tolerance, empathy, harmony, caring and sharing, social awareness, nonviolence and spirituality.
2. However, one noticeable finding is that only 63% students are found to be believing in unity in diversity which indicates that many students do not believe in the principle of unity in diversity.

3. Another noticeable finding is that only 60.14% students have done some kind of social work such as donating money for cancer patients, donating food and clothes to the orphanages as well as for the victims of communal conflicts, participating in anti tobacco day and helping the poor and the needy ones whereas 39.96% have never done any social work.

4. It has also been found that only 55.86% of students help their friends in negotiating conflicting issues peacefully which indicates that many students may not believe in peaceful solutions of conflicts.

6.1.8 Findings from interview schedule of teachers:

1. It has been found that 88.89% of the teachers do not want peace education to be included as a separate subject in the already overloaded curriculum.

2. Another finding is that 96.3% teachers regard Yoga and Meditation as very important to develop peace and lessen tension, anxiety and fatigue.

3. It has also been found that teachers do not find difficulty in handling students as often complained by people. However teachers are of the view that children today are very sensitive and matured and they have to be handled with proper techniques.

4. Analysis of the interview revealed that teachers take various initiative efforts to help the students to deal with mental conflicts.
5. A very important finding is that Sainik School, Goalpara have a separate wings as moral and ethical wing which is comprised of both students and teachers. This wing organises various programmes to develop moral values amongst the students.

6. Another finding is that majority of teachers feels that different peace values can be cultivated in the minds of the students through the present curriculum. However, it has been found that though value education is an important subject of developing values among students it has been withdrawn from the present SEBA curriculum and teachers are found to be dissatisfied with the withdrawal of the subjects.

7. The study also finds that all the teachers unanimously agreed that school plays the most important role in developing peace. However, it can also be mentioned that few teachers (18.16%) are also of the opinion that family and communities support is necessary for the school to carry out its role properly.

6.1.9 Findings from the interview of the parents:

1. Analysis of the interview of the parents reveals the fact that though peace education is a new subject all the parents unanimously agreed that peace education is the urgent need of the time.

2. A very important finding is that though parents can develop peace amongst children easily by telling stories only 36.67% of parents tell stories to their children which indicates that at present time people are becoming more mechanical and storytelling, the age old method of developing values and peace has lost its popularity.
3. It has also been found that children prefer to watch T.V and play computer games rather than listening to stories. This is an indication of an increasing gap between the parents and the children.

4. Another finding is that parents do not send their children to participate in Independence Day and Republic Day programme due to the fear of extremist attack. This may be the reason of lack of patriotism or nationalism in the minds of the children of present time. It has also been found that those parents who allow to participate their children in such programmes do this out of compulsion.

5. The interview also reveals that majority (66.67%) of the parents provide a peaceful environment to the children and do not indulge in any fights or hot vibes in front of the children.

6. It has also been found that children are very prone to different T.V. programmes. The most common programmes watched by the children are found to be cartoons, movies and serials. It has been found that girls like to watch movies and daily serials whereas boys like to watch CID, Crime Patrol and Discovery channels. All the parents feel that T.V is the main reason of developing violent attitude amongst children. 100% parents are of the view that all the programmes including the cartoon channels for small children show various violent acts and this develops violent attitudes amongst children such as showing temper, throwing things, fighting, telling lies and using abusive languages. Therefore it is necessary for the parents to put some restrictions on watching T.V.
7. Another finding is that 100% parents are found to be sharing the feelings and emotions of the children. However, 73.33% parents at the same time feel that children are becoming aggressive and moody and sometimes they do not want to share their feelings and emotions.

6.1.10 Findings of Observation:

1. It has been found that the private schools (both Assamese and English medium) have a better environment than the government schools. The private schools students are found to be showing more disciplined behaviour as compared to the Govt. school students.

2. It has also been found that the private schools have better infrastructural facilities in regard to co-scholastic activities. It has been found that in majority of the government schools necessary facilities for co-scholastic activities are not available. Moreover, there is also found to be lack of games and physical education teacher in Govt. schools.

3. Another finding is that environmental awareness programme is organised in all the schools with participation of teachers and students.

4. Another important finding is that teachers of Literature and Social studies are found to be adopting story telling method quite often whereas, Maths and Science teachers are found to be resorting to chalk and talk method.

5. A very important finding is that though corporal punishment is banned by law, many teachers and school authorities are found to be giving physical punishment to the students in the name of discipline.
6.2. Discussion on findings:

The findings of the present study reveal that though peace education as a separate subject is not included in the school curriculum some elements of peace education is found to be present in different subjects of the elementary level school. The findings of the study also reveals the fact that some schools such as Shankardev Shishu Vidya Niketan, Jatiya Vidyalaya, D.P.S Dhaligaon, St. Albert School and Sainik school, Goalpara have moral education as a compulsory subject which includes some topic on peace education. D.P.S, Dhaligaon also provides a book “Mirror of Values” for the parents and it is compulsory for all the parents. This finding is also supported by the findings of Akudolu(2003) in the study “Assessing peace education component of the universal basic education in Nigeria through social studies curriculum. This study also finds that social study curriculum for the UBE programme in Nigeria contains some peace education topics.

The study also finds that some specific methods are usually adopted by the teachers for imparting peace education. However some contradictory views have been received from the students and the teachers regarding the use of certain methods. There is a contradictory view between the students and teachers regarding the use of dramatics and project work. The responses of the students on both the aspects are found to be average (54.86% and 52.86%) whereas the responses of the teachers are found to be very high (72% and 85.33%) It indicates that though a high response has been received from the teachers there is a possibility that many teachers may not be using this method. In the same way it has also been found that though story telling method is an important method of developing values only a few teachers are found to be using this method. According to the students only 32.43%
of teachers adopt this method. However, through observation it is found that the literature and social studies teachers adopt this method quite often.

The views of students regarding freedom of expression are also not in consonance of teachers. Regarding freedom of expression in the classroom all the teachers have given positive response and said that students are always given freedom of expression in the classroom whereas, a small section of students (14.17%) students opine that they are denied of freedom of expression. This indicates that there may be some teachers with authoritative attitude.

Another very noticeable finding is that 100% of teachers have denied of giving physical punishment to students whereas 68% of students have revealed that physical punishment is given by teachers quite often. Therefore, there seems to be a lack of consonance between the teachers and students in this regard. However, the views of the students can be supported from the finding of the observation. While observing the teaching learning process, the investigator found that in many schools the students are given physical punishment by the teachers for not doing the home work or for forgetting to bring books and copies. This is a matter of concern. Because this kind of violent behaviour by some teachers may result in developing the violent attitudes in the minds of the students. But, according to some teachers absence of punishment develops unruly and indiscipline behaviour amongst students as they are very much aware that they cannot be punished.

The investigation also found that teachers organise various environmental programmes such as celebrating world environment day and earth week which help in the development of awareness regarding the need to save and protect the
environment. This finding is to some extent supported by Jia Cao's (2004) study where it was found that by way of activities associated with protecting flowers, plants and environment the level of students ethical thinking is elevated.

The investigation also finds that many parents do not spend enough time with their children neither do they have time to help the children with their studies. The reason behind this is found to be breaking up of joint family system. In joint family system the work load was shared by every family member and so parents could give time to their children. But today in nuclear families and with both the parents working (irrespective of classes) it has become difficult for the parents to maintain a balance between the work and home and the sufferers are the children. It has been found that children are dependent on private tuition for their studies. This is the reason for children spending more time either watching television or playing computers games.

The investigator also found a huge difference between the govt. Schools and private schools in regards to discipline and infrastructural facilities. The students of private schools are found to be more discipline and seem to be enjoying better infrastructural facilities compared to the government Schools and as a result they are more advanced than the students of government Schools.

6.3 Suggestions and implications:

Following suggestions are based on the findings of the study in order to make peace education more popular and easily adoptable.
➢ Since India is a socio-culturally diversified region specific attention is needed to be paid to peace education and peacemaking.

➢ An organised and planned effort on peace education is not visible in any of the schools. Though the teachers seem to understand the concept of peace and tries to develop peace directly or indirectly yet are unable to use any practical and planned and organised component of peace education at the school level. Therefore it is suggested that the government both at the centre as well as the state should revise its educational strategy to incorporate and integrate a planned and organised component of peace education at the school level.

➢ Moral or Values education is an important subject which helps in the moral and ethical development of the students. Therefore, it is suggested that values education should be a compulsory subject in all the classes of school levels.

➢ Further, it is suggested that peace education should be included in the teacher education programme so that the teacher can get proper training on how to integrate peace educations in the lessons of different subjects or how to impart peace education in the classroom. However, it should be integrated as a part of the existing educational practices rather than aiming for drastic changes.

➢ In view of the very little content on peace education included in the elementary level curriculum it is suggested that curriculum planners should take initiative to do a thorough review of the curriculum in
order to include more content on peace education in the curriculum of elementary level.

➢ The NCF proposes that the values of peace education must be integrated into all aspects of education, including teacher training, curriculum, student teacher relationships, and examinations. In other words, as stated in the NCF, peace education is not an add on subject per se but a way of making all the subjects in the curriculum peace oriented. Therefore, it is suggested that these guidelines should be properly implemented in all the schools in order to develop peace education.

➢ As co-scholastic activities are found to be playing a major role in imparting peace education, more importance should be given on involving the students in different co-scholastic activities. The government should provide proper infrastructural facilities to the schools. Games and physical education teacher should be appointed in every school for proper training of the teachers.

➢ It is also suggested that Yoga and Meditation should be made compulsory activities in the school and every student should be made to learn it in order to reduce stress, anxiety and tension and develop peace of mind.

➢ NCC and Scouts and Guides are important means of helping the students to learn to serve the society and to develop peace in the society. Therefore, it is felt that every school must give opportunity to its students to join NCC and Scouts and Guides.
Teachers are the main pillars of peace building. Therefore, it is necessary for the teachers to practice Yoga and Meditation in order to keep themselves free from any kind of tension and anxiety. Moreover, teachers can also organise different peace talks and peace programmes to develop more awareness among students and people of the society regarding peace education.

The Government and NGOs has an important role to play in developing peace education. It is suggested that both Government and NGOs should hold different programmes relating to peace in order to develop attitude and awareness about peace and peace education amongst parents.

The school is the main agency of developing peace in the society. The school can form a peace wing involving students and teachers. This wing can work for development of peace education in various ways.

Further it is suggested that a positive relationship between teachers, authorities and parents must be developed in order to develop a positive emotional relationship withal as this regarded as very essential theme of peace education.

Parents and community should take into account eradicating quarrels both at the individual as well as group levels to have a peaceful environment at home and society.
The findings of the study reveal that today’s parents are too busy and do not have enough time for their children. As a result, the gap between the parents and the children are increasing and it develops a feeling of insecurity amongst children. Therefore, it is suggested that parents should spend quality time with their children and try to understand their feelings and emotions. It is also suggested that parents should tell stories of good moral values to children in order to develop their moral and ethical values.

6.4 Suggestion for future research:

Peace education is a new concept in India but it is gaining popularity day by day. Though at international level researches on peace education has been done since long time back in India, very few studies have been done in peace and peace education. Review of related literature also revealed that in India very little research work has been done on this issue. Therefore, the investigator feels that there is a vast scope of research in this area. The following areas are suggested to be undertaken for further research.

➢ The present study needs to be replicated on secondary and higher secondary level.

➢ A comparative study on the status of peace education in the curriculum of CBSE and SEBA can be done.

➢ Study may be conducted to find out the attitudes and awareness of peace education amongst students of different grades and streams.
Curriculum development for peace education needs extensive research. Therefore studies may also be conducted on development of curriculum and teaching learning materials for different stages of education.

The present study has been conducted only on a few important variables. In future studies may be conducted by taking various other variables such as age, sex, caste, class, religion etc.

Studies may also be conducted involving various other variables such as anxiety, aptitude, interest, personality, self concept etc.

Conclusion:

In conclusion it can be said that peace education is the urgent need of the present society. As we know the main aim of peace education is to educate every student to become peacemakers and to devote their talents, potentialities, capacities and energies towards the creation of a civilization of peace based on the culture of peace. This requires the engagements of the students in a systematic curriculum by integrating these principles into the daily lessons of every subject. However, Peace Education should be carefully adopted keeping in mind the culture of the society. Though Peace Education at present is the need of all the societies of the world, for each distinct society, the peace education curriculum should be carefully designed with the full participation of the educators and experts from that community so that it is context appropriate. But it is always important to remember that peace education should not be an additional academic subject that is added to the already overloaded curriculum. Instead, it is the general orientation that we introduce it in the existing subjects, textbooks and teacher discourses.
Integration is a phenomenon which helps in linking significant concepts. The main aim of education should be to inculcate a behaviour which should always be in the desired direction. Peace is very important for an individual to grow his personality. In order to have a fine dynamic organisation of the physical and psychological systems of an individual, internal peace is very important. The satisfaction, assurance and guidance enjoyed by the learner in the school will keep him at peace. That is why, it is very important for the school as well as the teachers to take care that the content delivered through the curriculum through oral, auditory, symbolic, semantic and behavioural means ultimately cause peace. Hence, curriculum framers should keep in mind that peace education is not a separate issue, but it should be interwoven, interlinked and inter-phased within the scholastic and co-scholastic activities.

The present study finds that though not directly, some amount of peace education is imparted to the students through scholastic and co-scholastic activities at the elementary level. Content analysis of the text books of elementary level reveals that though peace education is not given due importance in the curriculum a few elements of peace education have been included in different lessons of the school subjects. It is a well known fact that school alone cannot take the full responsibility of developing peace unless co-operation is received from the parents, community and the society as a whole. This study also finds that parents also have a great influence in developing peace amongst children. Therefore it is felt that a deliberate combine effort of the school, family and the society can do a great deal in bringing peace to the society and the world.