CHAPTER VII
# SUMMARY OF THE STUDY

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CHAPTER VII

SUMMARY OF THE STUDY

7.1 Introduction:

Peace education is a relatively new concept in India. It is a wide concept that deals with the deepest roots of our being human and with the world at large. Since the earliest times of human history, peace has been conceived, practiced, contextualised and defined historically and multi-dimensionally. Peace education is a means to the path of peace. The efficacy of peace education is to create the environment of peace by nurturing the young minds and adults to avoid conflicts and violence and to live in harmony and tolerance so as to meet the very essence of peace education. UNICEF defines peace education as "the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level.

7.2 Background of the study:

Human societies in the post modern world are increasingly multiethnic and multi religious and India is no exception to this. Today the entire world is engulfed with peacelessness and violence and there are relentless efforts in all spheres to halt this grip of peacelessness and restore the order of peace. In this context of unrest and chaos peace education is a concern of every person and organisation interested in the
future of humanity. Though Peace Education seems to be a new concept it was present in the educational system right from the beginning of formal education. Various organisations and commissions have been laying stress on values and peace education. UNESCO, UNICEF, UNO, WCEFA, UNDDA, CERPE, HAP, IPRA, WPHO, NCERT all are working for peace and peace education for a long time.

7.3 Justification of the study:

Undivided Goalpara district is situated towards the west of Assam. It included the present Goalpara, Bongaigaon, Dhobri, Chirang and Kokrajhar District. It was once the most peaceful region where different communities lived together peacefully. But today we can see a completely different scenario where different communities are constantly fighting with each other for the rights of land and languages. The present Bongaigaon, Goalpara and Chirang district today is known as most conflict prone area. Violence of all form have engulfed the societies of these area and the sadest part is that the children are the worst affected ones. Under such circumstances, the investigator felt the need of taking up the study

7.4 Statement of the Problem:

Considering the importance of scholastic and co-scholastic activities in imparting peace education amongst the elementary students present study has made an attempt to explore peace education through various scholastic and co-scholastic activities at the Elementary Level. As such the study is entitled as, “PEACE EDUCATION THROUGH SCHOLASTIC AND CO-SCHOLASTIC ACTIVITIES AT THE ELEMENTARY LEVEL: AN EXPLORATORY STUDY.”
7.5 Need and significance of the study:

Students have to be nurtured in qualities of tolerance, trust, co-operation and solidarity. Knowledge insight and skills should be directed towards development of empathy towards children. School experiences should gear the children towards shaping of a democratic attitude and readiness for regular co-operation. Curricular and co-curricular activities should be used as vehicles for developing these values and attitudes. Respect for all living and non-living things, appreciation for the beauty of flowers, kindness to birds and animals, consideration for others and awareness of responsibility as a citizen have to be instilled among the students. According to Mahatma Gandhi, “If we are to teach real peace in this world and if we are to wage real war against war, we shall have to begin with education of children”. Gandhiji’s deep conviction that, once we are able to train and educate individuals in a non-violent spirit, can remove all disastrous consequences of nuclear warfare.

Thus, Peace Education should be fundamental principle of education right from the elementary stage. The need of peace education is felt all over the world today. In India, peace education has already been incorporated in the higher education curriculum. Therefore, it is felt that even in the elementary stage, peace education should be included in the curriculum so that we can foster peace in the minds of the children right from the formative years.

Thus, the light of the above situation, the present study seems to be the need of the hour.
7.6 Objectives Of The Study:

The study undertakes the following objectives:-

1) To explore the elements of peace education through scholastic activities.

2) To examine the teaching learning process for imparting peace education.

3) To explore the role of different co-scholastic activities in imparting peace education amongst students.

4) To examine the role of teachers in developing peace amongst students.

5) To study the influence of parents in developing peace amongst children.

6) To examine the role of peers in developing peace amongst friends.

7.7 Assumptions:

Based on the above objectives the study has the following assumption.

(1) It is assumed that sufficient elements of Peace Education are present in the scholastic activities of elementary schools.

(2) It is assumed that there are some specific methods in the teaching learning process for imparting peace education.

(3) It is assumed that different co-scholastic activities play an important role in imparting peace education.

(4) It is assumed that the teachers play an important role in imparting peace education to students.
(5) It is assumed that there is a great influence of parents in developing peace amongst children.

(6) It is also assumed that peers play a significant role in developing peace amongst friends.

7.8 Operational Definitions of Terms and Concepts:

In the present study following terms have been used as under:-

**Peace Education**: Peace Education here refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural, to resolve conflict peacefully and to create the conditions conducive to peace, whether at an intra-personal, inter-personal, inter-group, national or international level.

**Scholastic activities**: Scholastic Activities in this study refers to the activities that are included in the school curriculum for imparting knowledge and education to the students in the regular classroom situation through the teaching learning process.

**Co-scholastic activities**: Co-scholastic Activities here refers to the activities that supplement to the scholastic activities inside the school environment.

**Elementary level**: Elementary level generally refers to classes I to VIII, which is comprised of both Primary and Upper-Primary level. But in this study the researcher has confined only to class VII and class VIII.
7.9 Delimitations Of The Study:

The study is delimited to the Elementary level of Bongaigaon, Chirang and Goalpara Districts of Assam.

The study is confined to English medium and Assamese medium schools only.

The study is confined to the students of class VII and VIII of Elementary level.

7.10 Review of related literature:

A review of related literature is a must to precede any well planned research study. The review of related literature allows the researcher to acquaint himself with current knowledge in the field of area in which he is going to conduct his research. It also enables the researcher to define the limit of his field. It also helps the researcher to delimit and define his problem. By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. The investigator have reviewed various studies done at international and national level which are discussed elaborately in chapter III.

7.11 Design of the study:

7.11.1 Method:

Depending upon the nature of the study the investigator have adopted Descriptive Survey Method.
7.11.2 Population:

In the present study all the students of class VII and class VIII of Assamese and English medium schools of Bongaigaon, Chirang and Goalpara Districts, all the teachers of these schools and the parents of the students forms the populations.

7.11.3 Sample:

In the present study the researcher has adopted simple random sampling technique for selecting the student sample. However, the schools were selected by adopting purposive sampling. Apart from this, purposive sampling was also adopted for selecting the teachers and the parents. A total of 700 students, 150 teachers and 150 parents from the three districts, Bongaigaon, Chirang and Goalpara have been taken as sample of the study.

7.11.4 Variables of the study:

- Scholastic activities
- Co-scholastic activities
- Students
- Teacher’s Role
- Parent’s influence
- Peer’s role

7.11.5 Tools for the study:

In the present study the researcher used the following tools for collection of data.
1. Content analysis
2. Self structured Questionnaire for the students
3. Self-structured Questionnaire for the Teachers
4. Self-structured Questionnaire for the parents
5. Interview schedule for teachers
6. Interview schedule for the parents
7. Observation

7.12 Analysis of Data in the study:

This Chapter have been divided into two section- Section A contains Content Analysis and Section B contains objective wise analysis

In the present study the researcher has used both qualitative and quantitative techniques of data analysis. The main statistical techniques used in the present study are:

1. Percentage Calculation
2. Qualitative Analysis
3. Graphical Representation

7.12.1 Content analysis:

Content analysis is concerned with the classification, organisation and comparison of the content of document or communication. According to Berelson “Content analysis is a research technique for the objective, systematic and quantitative description of the manifest content of communication. Cartwright uses the terms “content analysis” and “coding” interchangeably as both the processes
involve objective, systematic and quantitative description of any symbolic behaviour. Since content analysis is concerned with the classification, evaluation and comparison of the content of communication of document, it is sometimes referred to as “documentary activity” or “information analysis”.

In the present study the researcher have done content analysis to study the presence of content of peace education in the elementary stage.

7.12.2 Objectives:

1. To study the content of peace education present in the textbooks of elementary level
2. To study the frequency of content of peace education in different textbooks of elementary level

7.12.3 Sample:

In the present study the researcher have used purposive sampling method while selecting the sample. The textbooks of class VII and class VIII of both CBSE and SEBA were taken as sample. Altogether a total of 26 text books of English, Hindi, Assamese, Social Studies and Environmental studies were taken as the sample of study. The sample covered the textbooks of the academic year of 2012-2013.

7.13 Major findings of the study:

- 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.

➢ 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.

➢ 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.

➢ 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 curriculum of Hindi.

➢ Another finding is that the Assamese textbooks of both CBSE and SEBA contains very little amount of content on peace education.

➢ Most of the elements of peace education are found to be present 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 most of the school curriculum.

➢ The study reveals that teachers use some specific methods in the teaching learning process for imparting peace education.

➢ The most popular method of imparting peace education to children is found to be teaching through the life and the work of great people.

➢ There seems to be contradictory views among the students and teachers regarding the use of physical punishments.

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

➢ Parents are found to be having a great influence in developing peace amongst children.

➢ The study finds 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.

➢ It has been found that majority of the teachers (88.9%) do not want peace education to be included as a separate subject in the already overloaded curriculum.

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

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.

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.

It has also been found that students 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.

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.

From the observation of school environment, the investigator found that the environment of the private schools (both Assamese and English medium) is far better than the Govt. Schools. It was noticed that in Govt. Schools the students show more unruly and indiscipline behaviour as compared to the private schools.
➢ It was found that in private schools students maintain discipline both inside and outside of the classroom whereas in Govt. Schools there is no discipline at all.

➢ Regarding the co-scholastic activities also it was found that private schools students are in a better position than the Govt. Schools.

➢ 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.

7.14 Suggestions and implications:

➢ Since India is a socio-culturally diversified region specific attention is needed to be paid to peace education and peacemaking.

➢ It is suggested that the govt. 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.

➢ 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.

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

7.15 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.

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.