CHAPTER III

METHODOLOGY

3.0.0.0 INTRODUCTION

This chapter deals with the various methodologies and procedures made use by the investigator during the course of his study. The chapter contains the research design, variables considered, tools used for data collection and the statistical tools used for the analysis of the data, population and sample, and the procedure used for the data collection.

3.1.0.0 RESEARCH DESIGN

The present study consisted of an Experimental Study to find out the Effectiveness of Specially Designed Instructional Material to Develop Peace Awareness among the Pupils of Standard Seven.

The Investigator wanted to find out how far the Peace Awareness could be developed among the pupils of the Standard Seven of English Medium Schools in Uttara Kannada. In order to achieve this task the Investigator developed 18 modules of Instructional Material. The Investigator approached the Headmistress of St. Joseph’s School, Karwar and obtained the necessary permission required to conduct the experiment on the pupils of Standard VII. Hence the VII Standard Pupils were chosen for the experimental purpose. There were 128 pupils studying in Standard VII. They were spread into two sections. The Section A and B consisted of equal number of pupils. The section A consisted 64 pupils out of which 32 were boys and 32 were girls. Similarly section B had 64 pupils out of which 32 were boys and 32 were girls. Through the method of tossing a coin, the section A was considered as Experimental Group and section B was considered as Control Group. After the due selection of group for the experimental purpose the Investigator administered the Pre Test Tool which was prepared by the Investigator to measure the existing level of Peace
Awareness, to both the Control and Experimental Groups. The scores obtained in the Pre Test by both the groups were calculated separately. Then the Investigator administered the Specially Designed Instructional Material to the Pupils of Experimental Group for a period of 40 minutes each day spread over 45 days. The Control Group was being instructed by the regular class teacher on certain Moral Class lessons prescribed by the Education Department of the Government of Karnataka. After the completion of the Specially Designed Instruction, the same tool was administered to both the Groups to measure the effect of the Instruction Material. The Investigator had used two group Pre Test Post Test Experimental Design.

The Schedule of the Instruction is appended to this report in the Appendix section.

The Research was conducted in 8 phases as shown in a tabular form in the Table 3.1 below.

<table>
<thead>
<tr>
<th>TABLE 3.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Phase 2</td>
</tr>
</tbody>
</table>
b. Validation of the Tool
c. Standardization of the Tool
d. Construction of the Instructional Material Modules

Phrase 3
a. Selection of the Sample

Phase 4
a. The Investigator administered the Pre Test to the Experimental and Control group to measure the existing level of Peace Awareness.

Phase 5
a. Implementation of Specially Designed Instructional Material for a period of 45 days to the Experimental group

Phase 6
a. The investigator administered the Post Test on the Experimental and Control group pupils to measure the effect of the Instructional material
b. Experimental and Control group pupils to measure the effect of the Instructional material

Phase 7
a. Collection and tabulation of data
b. Analysis and Interpretation of data

Phase 8
a. Thesis Writing

3.2.0.0 VARIABLES OF THE STUDY

In this study the Investigator has studied the existing level of Peace Awareness among the Pupils of Standard Seven in Uttara Kannada District and the effect of Specially Designed Instructional Material to develop the Peace Awareness. The Independent Variable of the Study was The Specially Designed Instructional Material and dependent variable was the Peace Awareness which was measured through four of the different components of the Peace Awareness namely Respect to Human Rights, Tolerance, Cooperation and Communication (Adams H 1994, Atasi Mohanty 2008). The Boys and Girls of the Standard VII were also considered as separate Dependent Variables.

3.2.1.0 Independent Variable

The Independent Variable in this study was the Instructional Material prepared by the Investigator. The Instructional Material was prepared based on the literature available in English such as Poetry, Essays, Stories, Quotations, Daily life incidents, Group Dynamics and from the Holy Scriptures. The investigator used
different strategies of instruction such as **Group Discussion, Role plays, Dramatics, Computer Animated Instruction through Power Point Presentation and Games** (Bjerstedt A 1990, Kreidler W J 1999) It was administered to the Experimental group for 40 minutes a day which was spread for almost 45 days.

3.2.2.0 Dependent Variable

The Dependent Variable in this study was the Peace Awareness.

3.2.2.1 The sub components of Peace Awareness

The sub components of Peace Awareness considered for the study were:

a) Respect to Human Rights
b) Tolerance
c) Cooperation
d) Communication

The boys and girls of standard VII were also considered as dependent variables for the purpose of the study.

Peace Awareness refers to the general awareness the pupils have about the components or the constituting elements of peace in terms of the following.

3.2.3.0 Respect to Human Rights

Human Rights are inherent in a person by virtue of his/her being a human. They comprise both civil and political rights as well as economic, social and cultural rights. Human rights and fundamental freedom allow us to fully develop and use our human qualities, our intelligence, our talents and our conscience and to satisfy our spiritual and other needs. They are based on mankind's increasing demand for a life in which the inherent dignity and worth of each human being will receive respect and protection. The denial of human rights and fundamental freedom not only is an individual and personal tragedy, but also creates conditions of social and political unrest, sowing seeds of violence and conflict within and between societies and
nations. Citizens of certain Greek city-states enjoyed such rights as 'isonomia' (equality before the law), 'isotimia' (equal respect for all) and 'isogoria' (equal freedom of speech). These rights figure prominently in the modern human rights jurisprudence.

As the first sentence of the universal declaration of Human rights states, respect for human rights and human dignity "is the foundation of freedom, justice and peace in the world." Human rights issues in Asia are very different from those in a developed society. For a large number of people in this part of the world, human rights are related at once to food, shelter, education, employment and health. The greatest need today is to create respect for human rights because every aware individual ceases to be a potential violator and instead becomes a potential protector

3.2.4.0 Tolerance

Tolerance is respect, acceptance and appreciation of the rich diversity of our world’s cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty, it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace.

Tolerance is not concession, condescension or indulgence. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others. In no circumstance can it be used to justify infringements of these fundamental values. Tolerance is to be exercised by individuals, groups and States.

Tolerance is the responsibility that upholds human rights, pluralism (including cultural pluralism), democracy and the rule of law. It involves the rejection of dogmatism and absolutism and affirms the standards set out in international human rights instruments.

Consistent with respect for human rights, the practice of tolerance does not mean toleration of social injustice or the abandonment or weakening of one’s convictions. It
means that one is free to adhere to one’s own convictions and accepts that others adhere to theirs. It means accepting the fact that human beings, naturally diverse in their appearance, situation, speech, behaviour and values, have the right to live in peace and to be as they are. It also means that one’s views are not to be imposed on others.

Tolerance refers to an attitude of openness and respect for the differences that exist among people. Although originally used to refer to ethnic and religious differences, the concepts of diversity and tolerance can also be applied to gender, people with physical and intellectual disabilities, and other differences, too.

Tolerance means respecting and learning from others, valuing differences, bridging cultural gaps, rejecting unfair stereotypes, discovering common ground, and creating new bonds. Tolerance, in many ways, is the opposite of prejudice.

3.2.5.0 Cooperation

Cooperation is the process of working or acting together, which can be accomplished by both intentional and non-intentional agents. In its simplest form it involves things working in harmony, side by side, while in its more complicated forms, it can involve something as complex as the inner working of a human being or even the social patterns of a nation. It is the alternative to working separately in competition. Cooperation can also be accomplished by computers, which can handle shared resources simultaneously, while sharing processor time.

Cooperation, more formally speaks about how the components of a system work together to achieve the global properties. In other words, individual components that appear to be “selfish” and independent work together to create a highly complex, greater-than-the-sum-of-its-parts system. Examples can be found all around us. The components in a cell work together to keep it living. Cells work together and communicate to produce multi cellular organisms. Organisms form food chains and ecosystems. People form families, gangs, cities and nations. Neurons create thought
and consciousness. Atoms cooperate in a simple way, by combining to make up molecules. Understanding the mechanisms that create cooperating agents in a system is one of the most important and least well understood phenomena in nature, though there has not been a lack of effort.

However, cooperation may be coerced (forced), voluntary (freely chosen), or even unintentional, and consequently individuals and groups might cooperate even though they have almost nothing in common as regards interests or goals. Examples of that can be found in market trade, military wars, families, workplaces, schools and prisons, and more generally any institution or organisation of which individuals are part (out of own choice, by law, or forced).

### 3.2.6.0 Communication

Communication is a process of transferring information from one *entity* to another. Communication processes are sign-mediated interactions between at least two agents which share a *repertoire* of signs and *semiotic* rules. Communication is commonly defined as "the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs". Although there is such a thing as one-way communication, communication can be perceived better as a two-way process in which there is an exchange and progression of thoughts, feelings or ideas(energy) towards a mutually accepted goal or direction (information).

Communication is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. The receiver then decodes the message and gives the sender a feedback. All forms of communication require a sender, a message, and a receiver. Communication requires that all parties have an area of communicative commonality. There are auditory means, such as speech, song, and tone of voice, and there are nonverbal means, such
as body language, sign language, touch, eye contact, through media, i.e., pictures, graphics and sound, and writing.

3.2.6.1 Different types of Communications.

**Physical.** This is the personal type of communication. It includes facial expressions, tone of voice, sense of touch, sense of smell, and body motions.

**Aesthetic.** This is the type of communication that takes place through creative expressions: playing instrumental music, dancing, painting and sculpturing.

**Signs.** This is the mechanical type of communication, which includes the use of signal flags, the 21-gun salute, horns, and sirens.

**Symbolic.** This is the type of communication that makes use of religious, status, or ego-building symbols.

3.2.6.2 Static Features

**Distance.** The distance one stands from another frequently conveys a non-verbal message. In some cultures it is a sign of attraction, while in others it may reflect status or the intensity of the exchange.

**Orientation.** People may present themselves in various ways: face-to-face, side-to-side, or even back-to-back. For example, cooperating people are likely to sit side-by-side while competitors frequently face one another.

**Posture.** Obviously one can be lying down, seated, or standing. These are not the elements of posture that convey messages. Are we slouched or erect? Are our legs crossed or our arms folded? Such postures convey a degree of formality and the degree of relaxation in the communication exchange.

**Physical Contact.** Shaking hands, touching, holding, embracing, pushing, or patting on the back all convey messages. They reflect an element of intimacy or a feeling of (or lack of) attraction.

3.2.6.3 Dynamic Features
**Facial Expressions.** A smile, frown, raised eyebrow, yawn, and sneer all convey information. Facial expressions continually change during interaction and are monitored constantly by the recipient. There is evidence that the meaning of these expressions may be similar across cultures.

**Gestures.** One of the most frequently observed, but least understood, cues is a hand movement. Most people use hand movements regularly when talking. While some gestures (e.g., a clenched fist) have universal meanings, most of the others are individually learned and idiosyncratic.

**Looking.** A major feature of social communication is eye contact. It can convey emotion, signal when to talk or finish, or aversion. The frequency of contact may suggest either interest or boredom.

3.2.7.0 **Students of Standard VII**

They refer to the pupils of the standard VII. The Class consisted of boys as well as girls.

3.2.8.0 **Uttara Kannada District**

It refers to the civil district of Uttara Kannada which is not educationally so much developed as Dakshina Kannada.

3.2.9.0 **English Medium School**

It refers to the Target school where the Investigator conducted the experiment.

3.3.0.0 **Tools Used in the Study:** As the investigator went through the related studies he did not come across any tools to measure the existing level of Peace Awareness among the pupils of Standard VII. It was also inferred that Peace Awareness includes components like (Adams H 1994, Atasi Mohanty 2008)

- Cooperation,
- Conflict Resolution,
- Environmental Peace,
Respect to Human Rights,
Democratic Spirit,
Tolerance,
Social Justice,
Communication etc.

Keeping in mind the intellectual growth of the target group, the Investigator selected a few components and prepared the first draft of the tool in the form of a four point rating scale. The schematic representation of the tool construction is furnished below

**TABLE 3.2 Schematic Representation of the Tool Construction.**

<table>
<thead>
<tr>
<th>Phase One</th>
<th>Study of the related literature and planning of the test items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase Two</td>
<td>Preparation of the initial draft of the test items</td>
</tr>
<tr>
<td>Phase Three</td>
<td>Feed back and suggestions</td>
</tr>
<tr>
<td>Phase Four</td>
<td>Preparation of modified draft</td>
</tr>
<tr>
<td>Phase Five</td>
<td>Validation of the tool</td>
</tr>
<tr>
<td>Phase Six</td>
<td>Item Analysis</td>
</tr>
<tr>
<td>Phase Seven</td>
<td>Final Draft Preparation</td>
</tr>
<tr>
<td>Phase Eight</td>
<td>Establishing Reliability</td>
</tr>
</tbody>
</table>

**Phase One: Study of the related Literature and planning of the test items**

The investigator went through the related literature available at Public Library Karwar, St. Ann’s College of Education, Regional College of Education Mysore, and the internet sources. The components of the Peace Awareness were selected based on the related literature that the Investigator came across in the Educational Journals, Articles, Books and Internet sources. Accordingly the Investigator collected the following components of the Peace Awareness. Collaboration, Conflict resolution, environmental peace, respect to human rights, democratic spirit, tolerance, social justice, self control, cooperation, communication, emotional control, gender equality, non violence etc. After the discussion with the guide only four components were selected as the variables keeping in mind the target group and their intellectual level
and grasping capacity viz: Respect to Human Rights, Tolerance, Cooperation and Communication.

**Phase Two: Preparation of the Initial Draft**

Accordingly the Investigator prepared a rating scale of test items on the above components of the Peace Awareness. Around 100 test items were prepared giving equal weightage to each of the component. The test items were a mixture of situational and general statements. The Initial blueprint of the test items was as below

**TABLE 3.3**

<table>
<thead>
<tr>
<th>SL.NO</th>
<th>Components</th>
<th>Items No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Respect to Human Rights</td>
<td>1-25</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>Tolerance</td>
<td>26-50</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Cooperation</td>
<td>51-75</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>Communication</td>
<td>76-100</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Phase Three: Feed Back and Suggestions**

The initial draft was submitted to the guide for the purpose of the feedback and the necessary corrections. Accordingly following suggestions and feedback was given to make it more relevant and suitable for the study:

a) Since the target group is the pupils of Standard VII, the language needs to be simple.

b) It is better the test items are situational as the present study pattern is a first time experience for the students.

c) Reduce the test items as there are certain repetitions of the similar test items.

d) Arrange the options in the answer section in a graded way so as to make a rating scale of 4 points.

**Phase Four: Preparation of the modified Draft**
The Investigator took in all the suggestions given by the guide each time the draft was submitted for the corrections. The ambiguous test items were rejected and a modified draft was submitted for the approval of the guide. When the tool was approved by the guide according to her suggestions the next step for the validation of the tool was taken up.

Phase Five: Validation of the Tool

When the Modified draft of the tool was ready, it was submitted to a panel of the experts in the field of Philosophy and Education for their evaluation and for establishing the validity of the test. They were given a copy of the test along with the objectives of the study, and the blueprint of the tool. They were asked to validate the tool based on the following criteria:

1. The appropriateness of the test items
2. Objectivity of the tool
3. Clarity of thought in the items
4. Any suggestions

The experts held the tool in high regard and offered the following suggestions for the further improvement.

a) Make all the test items situational
b) Give equal weightage to each of the component
c) Graded answers should not be confusing to the pupils
d) Certain items should better be removed as they are not so relevant for the purpose of the study

The Investigator discussed all the suggestions and the opinions of the experts with the guide and incorporated them and the test items were limited to 65 in number.

Phase Six: Item Analysis
The Item Analysis was done using the following procedure:

The 65 item test paper was administered to a group of 50 students.

The items were evaluated on a 4 point scale and scored accordingly.

The gained scores by each of the students were arranged in a descending order.

The top 27% (high group) and the bottom 27% (low group) of the total group were considered for the Item analysis.

The items which discriminate between the individuals with "Favorable opinion" and from individuals with unfavorable opinion were selected. For this purpose "t test was used.

The procedure recommended by Edwards (1969) was used for the purpose.

The following procedure was used to find out the "t" value.

**TABLE 3.4**

<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Lower Group</th>
<th>Higher Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>F</td>
</tr>
<tr>
<td>A (SA)</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>B (A)</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>C (D)</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>D (SD)</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>42</td>
</tr>
</tbody>
</table>

"t" = Mean of the Lower group - Mean of the Higher Group

\[ SQR \left( SD \text{ of Lower Group} + SD \text{ of the Higher Group} \right) / N (N-1) \]

Mean of the Lower Group = 3.23

Mean of the Higher Group = 3.54

SD of the Lower Group = 2.31
SD of the Higher Group      = 3.23

“ t “ = \(3.23 - 3.54\)

Square root of \((2.31 + 3.23) / 13(13-1)\)

= .92

If the t value is lesser than 1.75 then such items are to be rejected according to Edwards A L (1969). Hence the item number 1 is rejected.

All the items whose “ t” value was 1.75 or above were accepted and other items having lesser “ t “ value than 1.75 were rejected. Hence from the 65 items totally 40 items were selected giving equal weight age to all the variables. Thus the final Blue print of the Final tool was as below

**TABLE 3.5 Final Blue Print of the Tool**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Components</th>
<th>Item No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Respect to Human Rights</td>
<td>1-10</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>Tolerance</td>
<td>11-20</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Cooperation</td>
<td>21-30</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>Communication</td>
<td>31-40</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Phase Seven : Final Draft of the Tool**

As indicated in the above table only those items whose “ t “ value was above 1.75 were accepted and other items were rejected. Hence 40 items from the table were considered for the final draft. Each of the component namely Respect to Human Rights, Tolerance, Cooperation and Communication was given equal weightage. The Table 3.6 shows the component wise distribution of the test items.

**Phase Eight: Establishing Reliability of the Test**
Unless the tool is reliable its assessment will not be valid. Reliability Co-efficient provides the most revealing statistical index of validity.

The Investigator used “The Split half Method for establishing the reliability. In this method the test items were divided into two equal halves and the scores of the first half were correlated with the scores of the second half. The Value of the Reliability test was as below.

Table 3.6

<table>
<thead>
<tr>
<th>nΣuv</th>
<th>43136.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Σu)(Σv)</td>
<td>0.1</td>
</tr>
<tr>
<td>nΣu²</td>
<td>51476.04</td>
</tr>
<tr>
<td>(Σu)²</td>
<td>0.04</td>
</tr>
<tr>
<td>nΣv²</td>
<td>39961.25</td>
</tr>
<tr>
<td>(Σv)²</td>
<td>0.25</td>
</tr>
<tr>
<td>√nΣu²-(Σu)²</td>
<td>226.8832</td>
</tr>
<tr>
<td>√nΣv²-(Σv)²</td>
<td>199.9025</td>
</tr>
<tr>
<td>nΣuv-(Σu)(Σv)</td>
<td>43136</td>
</tr>
<tr>
<td></td>
<td>45354.52</td>
</tr>
<tr>
<td>nΣuv-(Σu)(Σv)/[(√nΣu²-(Σu)²)(√nΣv²-(Σv)²)]</td>
<td>0.951085</td>
</tr>
</tbody>
</table>

\[ r = \frac{nΣuv-(Σu)(Σv)}{\sqrt{nΣu²-(Σu)²}\sqrt{nΣv²-(Σv)²}} \]

\[ r = 0.951085 \]

Since value of the “r” was 0.951085 it was considered that there was a significant correlation between the test items and the test was considered as reliable.

3.4.0.0 Preparation of the Instructional Material to develop Peace Awareness:
The following steps were followed while preparing the Instructional Material for the purpose of the study.

3.4.1.0 Preparation the First draft: The Investigator after going through the related literature began working on the instructional material to develop the Peace Awareness. He went through the different literature available in the library such as Essays, Short
Stories, Articles, Scriptures from major religions. He had a few sessions with Hindu Swamiji Shri Shri Poornanand (Sharada Math, Karwar) and a Maulana (Mohammad Ali, Darul Islamic Madrasa, Binaga, Karwar) from Islam. He had an extensive study of their Scriptures and set preparing material for the instructional purpose. While preparing the Instructional Material, the target group, their intellectual capacity, their religious, social and economic background were kept in mind. The Instructional package was meant for the Pupils of the Standard VII of Uttara Kannada District of Karnataka State. Initially the Investigator prepared 18 modules and presented them to the Guide for the correction. The Guide highly appreciated the effort and gave certain suggestions for the improvements as below

- The modules should be different than everyday lessons dealt in the class room
- They should be activity centered and create interest among the students
- The investigator should be able to extract the desired effect upon the students
- The modules should not be too long
- Better to make use of Computer assisted learning.
- Approaches used should be mentioned in the modules

3.4.2.0 Preparation of the Second draft: The suggestions given were incorporated in the second draft and the second draft was submitted to the guide for the correction and approval. As per the suggestions given by the guide the Investigator undertook a pilot study of the material in a neighboring school for the standard VII students for better validation.

3.4.3.0 Pilot Study of the Instructional Material: Two lessons from each of the components were considered for the pilot study. Altogether the Investigator conducted eight classes in the pilot study project. They were of 40 minutes duration. The students were provided with the Note books for the Note taking purpose. It was really a fruitful session with the students. The investigator observed the following observations during the pilot study sessions

- The students showed special interest in the very subject of Peace Awareness
• They were eagerly waiting for the sessions on peace awareness
• They were writing very good resolutions at the end of every session
• They had relevant pictures stuck on their note books
• There was a special kind of neatness and aesthetic arrangement in their Note books
• They demanded more sessions on the subject in the place of Moral science classes
• The Headmistress of the school observed that the students were positively inclined towards well behaviour

    The Investigator also observed that the students faced certain difficulties in some of the sessions. They were

• The Students found it difficult to understand certain vocabulary
• The examples used were found to be little higher to their level
• The concept of body language and communication was little higher for them

3.4.4.0 Preparation of the final draft

    The Investigator simplified the material based on the observations made during the pilot study. Each of the Module was provided with the Glossary required and Modules on Communication were simplified using simpler and day to day events. Each of the session was reduced to 40 minutes. Thus the final draft of the Instructional Material was prepared and administered to the pupils of Standard VII.

A Sample of the Instructional Material is appended to this report

3.5.0.0 POPULATION: The population of the study is a group of people, which possesses certain common characteristics of interest to the Investigator. This happens to be the target population. The Investigator would generalize his findings to this target group. Hence the Investigator would draw a group of subjects which represent the whole population, which is called as the sample of the study.

3.5.1.0 Defining the Population: The population defined in the present study includes all the students of Standard VII of English medium schools of secondary level in Uttara Kannada District which follow the state Syllabus.
3.5.2.0 Selection of the Sample: The Investigator considered Standard VII students of St. Joseph’s School Karwar as sample for his study. The VII standard had two divisions. Both the sections had equal number of boys and girls. Hence 64 students of section A were taken for Experimental purpose out of which 32 were boys and 32 were girls. 64 students from Section B were considered as sample for the control group. The Tossing of the Coin procedure was adopted to decide the sections for the experimental purpose.

3.5.3.0 Points considered while selecting the School for the Experiment

- Willingness and cooperation of the School Management, Headmistress and the Staff
- Availability of the number of students for the Experimental purpose
- Gender Equality, i.e. sufficient number of boys and girls
- Regularity of the students to the school
- Timing and flexibility of the classes
- Locality of the school

3.5.4.0 Rationale behind selecting Standard VII:

The Investigator was of the opinion that the students of the standard VII are in a transitional period of their personality. Hence the Investigator felt that Standard VII students would constitute a better sample for the Experimental purpose.

3.6.0.0 Collection of Data: The investigator made use of the self constructed tool at the pre test and post test level and the instructional material at the experimental level for the collection of data.

Table: 3.7 Schematic Representation of the Experimental Design

| Pre Test Level | Administration of the self developed Tool to measure the existing level of the Peace Awareness of the pupils of Standard VII. The pre test was conducted separately for the Experimental and Control group. |
### Treatment Level

Implementation of the Instructional Material for the period of 45 days only for the Experimental group. Every week there were four teaching periods of 40 minutes each. During this time the Control group was handled by the respective class teacher who engaged them on routine classes in different academic subjects.

### Post Test Level

Administration of the Same tool after the treatment to measure the effect of self designed Instructional Material. The Post test was conducted separately for the Experimental and Control group.

### Statistical Analysis

Descriptive and Inferential Statistics were used for the analytical purpose of the collected data.

#### 3.7.0.0 Administration of Pre Test:

The investigator randomly divided the Standard VII students into two equal groups of 64 students each. Each group had 32 boys and 32 girls. One group was named as the Experimental group and the other was named Control group and were made to sit in the separate class rooms. They were then made to sit far from each other as they sit for their school examinations. The Investigator took the help of the class teacher to conduct the pre test. The tool was distributed to the students simultaneously in both the groups and instructions which were printed in the tool were read out to them loudly and clearly. Then they were given 90 minutes to answer the tool. After the completion of the stipulated time the tool was collected and considered for the evaluation.

#### 3.7.1.0 Treatment Level:

The investigator had prepared 18 modules of Instructional Material which was administered to the students of standard VII for a period of 45 days, four times a week, 40 minutes each. There were modules on Peace Awareness, Respect to Human Rights, Tolerance, Cooperation and Communication. The instructional material as well as the treatment was different than the usual classroom instruction. The students had enough scope for the discussion and expression. After the end of every module they were asked to write down their resolutions in the note book. They used to be very prompt and honest in writing their resolutions. Their resolutions were nothing but the actual effect of the instruction. The computer was used for the instructional purpose. Things like **power point** was used amply during the instruction. Some times the students were given the **print outs** of the passage for
the discussion purpose. They were actively involved in the classroom discussion. Other activities like debate, role play, skits, drawing was a part of the instruction.

Design of the Instruction:

a) Singing of the Peace anthem: All the students were taught a peace song which they used to sing at the beginning of every class. It used to create a altogether different atmosphere in the classroom.

b) Presentation of the Topic: The Investigator used to introduce the topic at the beginning through different strategies. Sometimes it used to be by narrating an incident, with a story, through question and answer etc.

c) Distribution of support material: Since the concept of Peace Awareness was new to the students, the Investigator saw to it that the students always had some tangible material related to the topic in the form of short notes, hand outs, Xerox copies, and projected material through LCD etc.

d) Deliberation: The Investigator used to carry out a different type of deliberation in the class room. The students didn’t have the fear of examination being conducted, difficult homework to be done, or any other worry that is associated with usual curricular teaching. There used to be open discussion elaborated with many examples. Sometimes it used to be role play or small skits or drawings etc.

e) Resolution Writing: The last step of the everyday instruction was to write the resolution. The students used to write their own resolutions related to the subject (variable considered for the study) which was actually the effect of the Instructional Material.

During the instructional period the Investigator asked them to write their own poetry, articles and drawings on peace related subjects. They were really very much involved in these matters. There was a Wall Magazine by name "Pax Interis" which
means “Peace to the World”. The students’ contribution was exhibited on the Wall Magazine. The Wall Magazine was bound and made a manual for the reference. It was really remarkable in all its aspects. The students have expressed very well their ideas. A Collage of this magazine is appended to this report.

As a part of the instruction the Investigator had conducted many competitions like, poetry writing, article writing, drawing etc on Peace related subjects. The winners were given the prizes on the “Peace Day Celebration” that was held as the culmination of Instructional period.

3.7.1.1: Control Group Instruction: The Control Group students were instructed by the usual class teacher on certain Moral Science topics prescribed by the Education Department. There used to be nothing special about the instruction. The class teacher used to read the text and give them the meaning of the difficult terminologies. The answers to the questions given at the end of each lesson were dictated by the teacher and the students used to take them down. The teacher used to give less importance to the subject as it was not considered while deciding the academic performance of the students.

3.7.2.0 Peace Day Celebration: The Peace day celebration was really the icing on the cake for the period of instruction. The Investigator had set a hall for the programme. The way to the celebration hall was decorated with boutiques and banners with peace quotations. The invited guests inaugurated the Peace Day March by releasing the doves as a sign of Peace. There was a peace march organized for the school children. The school children participated in it taking different placards that they had prepared for the purpose. The local people too participated with the dignitaries who addressed the children on the importance of peace. The dances performed by the students on the theme of peace was quite contributing toward the peace Awareness. The students performed the different peace Symbols through their dance. The boys danced for the world famous Michael Jackson’s Song “Make the world a better place to live” The Headmistress of the school expressed the changes that were caused by the investigator through the instruction in the student behaviour. The dignitaries spoke on the
importance of peace in the modern world. The students were given a very rich input in
peace related aspects.

3.7.3.0 Interview with the Students and the Class teachers: In order to assess the
impact of the Instructional Material the Investigator arranged an interview with the
students and the class teachers. Neither the students nor the teachers were informed
about the interview. They all appreciated the classes and expressed the positive impact
it had upon them by providing concrete examples. It was their spontaneous expression
of appreciation and in fact they requested the Investigator to have more and more such
input sessions. It looked that the students were very much convinced of the need of
Peace in the society. Some of the parents met the Investigator and expressed the
change in the mode of behaviour of their ward ever since the instruction on Peace
Awareness had begun.

3.8.0.0 Administration of the Post Test : After the completion of the Treatment, the
Investigator conducted the Post Test separately for the Control group and the
Experimental group. They were given 90 minutes each to answer. As they were
collected they were scored and considered for the analysis of the results.

3.9.0.0 Statistical Techniques Used: The Investigator has used the following
statistical techniques to measure the effectiveness of the Specially Designed
Instructional Material.

1. Descriptive Statistics: Descriptive Statistics namely Mean(M), Standard
Deviation ( S D ) and Bar Diagrams and Ogives were used.

2. Inferential Statistics: Inferential Statistics namely ‘ t ‘ test and ANOVA was
used to find out the significance of the difference between the scores of the pre test
and the post test of the pupils of Standard VII.

The Analysis and the interpretation of the data is presented in Chapter Four.