CHAPTER V
SUMMARY, MAJOR FINDINGS AND SUGGESTIONS

5.0.0.0 Introduction

Peace is an idealistic term and rarely there will be stable peace, which means that peace can be achieved but maintaining it is very difficult. Peace also doesn’t mean that total absence of any conflict. It means the absence of violence in any form and resolving the conflict in a constructive way. There is a distinction sometimes made between ‘negative peace’ and ‘positive peace’. Negative peace refers to the absence of violence. It is negative in nature because something undesirable stopped happening, e.g. violence stopped, the oppression ended. Positive peace is often called as ‘warm’ Peace too, which is filled with positive content and encompasses all the aspects of good society such as restoration of social relationships, economic well being, economical balance and other values required for the constructive resolution of conflict. Therefore peace exists where people are interacting non-violently and are managing their conflict in a positive way keeping in mind the concerns and interests of others.

Peace Education means to learn about and to learn for peace. Peace Education is an education with a focus on peace. In the first place it should be an education which imparts or provides knowledge and understanding of PEACE and its constituent elements. It should tell about what contributes to real peace, what damages it, and how to achieve the real peace. Secondly the goal or ideal of the Peace Education should be PEACE itself. There is no single methodology or consensus on the content of peace education. The variety of approaches may be reflected in the variety of terminology such as peace education, peace studies, peace research, disarmament education, defence education, world order studies, global education, conflict resolution studies, international studies or even multicultural education. What is important here is that it should equip the learner with the skills, attitudes and values that one should possess in one’s quiver, in order to establish or maintain or
contribute to peace. Peace Education should prepare the field from where peace should sprout as the natural growth from the individuals. It should conscientize, mature and educate the individual towards attaining a perfect human social condition for co-existence. It should enable people to live together in a peaceful way, to resolve conflicts in a non-violent manner. (Mishra Loknath, 2009) Peace education is a process whereby the people learn about the dangers of violence, develop their capacities to counter violence and build sustainable peace in their communities.

Peace Education differs according to the context, geographical structure, social conditions, political structure, and international situation. E.g. Peace Education in Sri Lanka can be different from the Peace Education in India. Because the political situation in Sri-Lanka is different than that of India. After the fall of LTTE – the peace that is required in Sri-Lanka is different than that is required in India. Another example of Israel and Palestine could be quoted here. The peace that is required in Israel is rather “negative peace” and in India it is the “Positive Peace”. All Peace Education is based on Human Values but enriched by a particular society’s cultural and spiritual values. Hence it is needless to say that the Peace Education curriculum developed in India will be based on universal human values such as love, reciprocity, empathy and concern for others. Because it reflects the Indian social problems where there is no threat of internal war. In India we require the positive peace condition and not mere absence of war as in negative peace. Behind this present concept of peace education there lies the past concept of Peace Education which was purely a “war prevention education”. It was about analysing the causes of war, its effect and ways and means to prevent the war. Today Peace Education has entered a wider scope. Besides issues related to war, the Peace Education includes issues related to social violence, conflict resolution, issues relating to life, abortion, ethnic hatred, racism, genocide and poverty, etc. This does not mean that peace education would provide answers to all the problems, but definitely it is a most appropriate approach to the present gloom; because such type of education works towards the behavioural and attitudinal change.
In general Peace Education could be understood from a negative or a positive perspective. Negatively Peace Education is learning how to react in situations of conflict and war or how to avoid them. Positively Peace Education is a long term proactive strategy. It aims to promote peaceful person who are equipped with appropriate knowledge, skills and attitudes to encounter the many conflicts like offers.

5.1.0.0 Theoretical Framework: The Integrative Theory of Peace

The Integrative Theory of Peace (ITP, Danesh, 1997; Huit, 1999 a, b) is based on the concept that peace is, at once, a psychological, social, political, ethical and spiritual state with expressions at intrapersonal, interpersonal, intergroup and international areas of human life. The theory holds that all human states of being, including peace, are the outcome of the main human cognitive (knowing), emotive (loving) and conative (choosing) capacities which, together, determine the nature of our worldview. Within the framework of a peace-based worldview, the fundamental elements of a culture of peace, such as respect for human rights and freedom, assume a unique character. ITP draws from the existing body of research on issues of psychosocial development and peace education, as well as a developmental approach to conflicts.

The integrative theory of peace consists of four sub theories:

*Sub theory 1:* Peace is a psychosocial and political as well as a moral and spiritual condition.

*Sub theory 2:* Peace is the main expression of a unity-based worldview.

*Sub theory 3:* The unity-based worldview is the prerequisite for creating both a culture of peace and a culture of healing.
Sub theory 4: A comprehensive, integrated and lifelong education within the framework of peace is the most effective approach for a transformation from the conflict-based meta categories of survival-based and identity-based worldviews to the meta category of unity-based worldview. ITP posits that peace has its roots at once in the satisfaction of human need for survival, safety and security; in the human quest for freedom, justice and interconnectedness; and in the human search for meaning, purpose and righteousness. Thus, peace is the ultimate outcome of our transition from self-centered and anxiety-ridden insecurities of survival instincts and the quarrelsome, dichotomous tensions of the identity-formation processes to a universal and all-inclusive state of awareness of our fundamental oneness and connectedness with all humanity and, in fact, with all life.

5.2.0.0 The Need for the study

Violence is emerging in an unprecedented manner in human society. Looking at the world today any sensible person feels disheartened and even horrified to see the kind of violent acts being committed by man against man and nature. It is sad to realize that we live in an era of unprecedented violence in the forms of terrorism, war, crimes, injustice and oppression and exploitation amidst a seemingly outward development enjoyed by a few. The majority of mankind lives in stark poverty, struggling for bare survival. There is so much disorder and confusion in the society man has built for himself. The saddest part of the story is that this state of disorder and confusion in the society is affecting the children's innocent minds. Children naturally absorb the spirit of violence in the atmosphere and will soon grow to be the next generation of perpetuators of violence. Therefore the need to nurture peace in the hearts of children has arisen as urgent issues to be addressed.

There is no doubt that the textbooks in History (a branch of social science) and languages do help in developing peace awareness in children but the adequacy is questionable !. The parents are unable to resolve the family conflict themselves sometimes. Inadvertently they ring into the young minds of their children that the primary purpose of their life is to live for themselves, sometimes even at the cost of others. The textbooks in history that our children study are the accounts of rivalry,
conflicts, wars, conquest and defeats. Though the teacher is bound to draw certain moral lessons from these accounts the question is whether the teacher finds time to do it in the pretext of completing the heavily laden syllabus? Political science revolves around the issues of power, competition, winning and loosing. Is it not creating a kind of emotional tension and undue anxiety in the young minds of our students? We have the example in Karnataka and elsewhere in other states where the people themselves revolted against the text books which did go against their religious feelings. In Karnataka the people agitated to withdraw a language textbook in which late Dr. Shivaram Karanth’s lesson (Oduva Aata, 1995) was reported to be hurting the feelings of a particular community. Most of the times the violent behaviour is seen at the school level itself. The existing situation exposes the inadequacy of school curriculum in developing the values related to peace awareness or positive peace. Therefore the Investigator feels that a special focus has to be laid to develop peace awareness which requires a special curriculum at this stage.

Hence present study is a sincere effort in this context to develop Peace awareness among the students of standard VII.

5.2.1.0 Rationale of the study

Education is nothing but a process whereby the human beings are formed not only intellectually but essentially in character. It can be recalled here that Swami Vivekananda termed education as Man making or forming the character of a person. The most effective alternative to punishment for violent or disruptive student behaviour is to provide children with tools they will need for living peacefully with one another (Adams H 1994) It is bringing out the best from the man. Most of the times the violence and the peacelessness found in the society is caused by those who are emotionally disturbed and uneducated. It is true that they are politically used by certain vested interests. Hence the investigator feels that such an unwanted situation of violence and peacelessness could be avoided at the grassroots level if our children are properly educated and made aware of their role in the society. Besides as the children pass out of their primary school and as they get into high school they stand in for more threats of violence and social disturbance. Lantieri L and Patti J (1996) assert that
schools must educate the child’s heart as well as the mind. Hence it is of paramount importance that they are given a special kind of input whereby “peace awareness” is created within them which not only will form their character but also will help in making them beautiful creatures of God. Since it is the transitional period in both their physical and mental, emotional and social growth the investigator would like to select the standard VII students.

Moreover presently there is a lot of social and religious unrest in the society which is very well but very sadly and intricately reflected in the schools. The present education system is not fostering universal brotherhood and the human dignity (Rani Swaroop and Priya Darshini 2009) India being a secular country which was known for its peaceful co-existence is in itself deteriorating, solely in the name of religion, thus spoiling the peace atmosphere. Hence the investigator felt that certain extracts from the Holy Books of different religions practiced in India are richly blessed with inspiring material like parables, stories, anecdotes and discourses which not only propagate the much needed values but also help tremendously in creating peace awareness. The world peace should be the top agenda of the present education system (Saleem Ghori Sofia 2009) Therefore the investigator felt that the above said material could be used as special instructional material to develop peace awareness among the children. Moreover English being the most spoken language across the globe and English literature being very rich in its secular presentation, the investigator used certain material from the English literature such as stories, poetry, historical speeches of well known personalities, articles from the magazines and newspapers as instructional material. Bruce H E and Davis B D (2000) support this view in their paper presented on “A Curriculum of Peace

5.3.0.0 Statement of the problem:

A Study on the Effect of Self Designed Instructional Material in Developing Peace Awareness among the Pupils of Standard VII in Uttara Kannada District

5.4.0.0 Objectives of the Study
Baseline Objectives

1. To measure the level of existing **Peace Awareness** among the pupils of standard VII

Experiment Based Objectives

2. To find out the effect of the Instructional Material in developing **Peace Awareness**, among the pupils of standard VII

3. To find out the effect of the Instructional Material in developing **Peace Awareness**, among the boys of standard VII

4. To find out the effect of the Instructional Material in developing **Peace Awareness**, among the girls of standard VII

5. To find out the effect of the Instructional Material in developing **Peace Awareness**, in relation to **Tolerance** among the pupils of standard VII

6. To find out the effect of the Instructional Material in developing **Peace Awareness**, in relation to respect for **Human Rights** among the pupils of standard VII

7. To find out the effect of the Instructional Material in developing **Peace Awareness**, in relation to respect for **Human Rights** among the boys of standard VII
7. To find out the effect of the Instructional Material in developing **Peace Awareness**, in relation to respect for **Human Rights** among the girls of standard VII

8. To find out the effect of the Instructional Material in developing **Peace Awareness**, in relation to **Cooperation** among the pupils of standard VII

9. To find out the effect of the Instructional Material in developing **Peace Awareness**, in relation to **Cooperation** among the boys of standard VII

10. To find out the effect of the Instructional Material in developing **Peace Awareness**, in relation to **Cooperation** among the girls of standard VII

11. To find out the effect of the Instructional Material in developing **Peace Awareness**, in relation to **Communication** among the pupils of standard VII

12. To find out the effect of the Instructional material in developing **Peace Awareness**, in relation to **Communication** among the boys of standard VII

13. To find out the effect of the Instructional material in developing **Peace Awareness**, in relation to **Communication** among the girls of standard VII

### 5.5.0.0 Research Hypotheses

**H₁.** There is a significant difference in Peace awareness among the boys and girls of standard VII

**H₂.** There is a significant difference in Peace Awareness in terms of Tolerance among boys and girls of standard VII.

**H₃.** There is a significant difference in Peace Awareness in terms of respect for Human Rights among the boys and girls of Standard VII

**H₄.** There is a significant difference in Peace Awareness in terms of Cooperation among the boys and girls of Standard VII.
H₅. There is a significant difference in Peace Awareness in terms of Communicative skills among the boys and girls of standard VII.

H₆. There is a significant difference in terms of Peace Awareness between the group with conventional instruction and the group with Special Instruction.

5.6.0.0 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. Though 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, similar Post
Test 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 for the purpose of the study.

The Research was conducted in 8 phases as shown below

| Phase 1   | a. Selection of the variables involved in the study  
<table>
<thead>
<tr>
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<th>b. Study of the Related Literature</th>
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</table>
| Phase 2   | a. Construction of the Tool to measure the existing level of Peace Awareness among the pupils of Standard VII  
|           | b. Validation of the Tool  
|           | c. Standardization of the Tool  
|           | d. Construction of the Instructional Material Modules |
| Phase 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 |
| Phase 7   | a. Collection and tabulation of data  
|           | b. Analysis and Interpretation of data |
| Phase 8   | a. Writing of the Thesis |

5.7.0.0 Variables of the Study

In the present 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. The Boys and Girls of the Standard VII were also considered as Dependent Variables for the purpose of the Study.

Independent Variable

The Independent Variable in this study was the Instructional Material prepared by the investigator. It was prepared out of 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 methods of instruction such as Group Discussion, Role Plays, Dramatics, Computer Animated Instruction through Power Point Presentation and Games. It was administered to the Experimental group for 40 minutes a day which was spread for almost 45 days.

Dependent Variable

The Dependent Variable in this study was the Peace Awareness. The Peace Awareness was considered under four components

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

5.8.0.0 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 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 four components and prepared the tool in the form of a four point rating scale.

- Instructional Material to develop Peace Awareness among the Pupils of Standard VII prepared by the Investigator

**5.9.0.0 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.

**5.9.1.0 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.

**5.10.0.0 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.

**Schematic Representation of the Experimental Design**

<table>
<thead>
<tr>
<th>Pre Test Level</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment Level</td>
<td>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.</td>
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<td>-----------------</td>
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</tr>
<tr>
<td>Post Test Level</td>
<td>Administration of the Post Test after the treatment to measure the effect of self designed Instructional Material. The Post test was conducted separately for the Experimental and Control group.</td>
</tr>
<tr>
<td>Statistical Analysis</td>
<td>Descriptive and Inferential Statistics were used for the analytical purpose Writing of the Thesis.</td>
</tr>
</tbody>
</table>

**5.11.0.0 Statistical Procedures 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.

**5.12.0.0 Major Findings of the Study**
The Major findings of the study are divided into two sections as Major findings related to Baseline Data Objective and Experiment Based Objectives.

**Findings Related to Baseline Objectives:**

- The Total Mean Scores of the Pre Test in Peace Awareness was 97.75 where as the Post Test Mean Score was 152.56%.

- The Pre Test Scores in “Respect to Human Rights “ component was 23.5%

- The Pre Test Scores in “Tolerance “ was 24.5%

- The Pre Test Scores in “Cooperation “ was 26.26%

- The Pre Test Scores in “Communication” was 23.44%

- The Pre Test Scores revealed that among the four components considered for the study, the students had least scores in Communication component and maximum scores in Cooperation Component.

- The Boys of Standard VII recorded minimum scores in Respect to Human Rights (22.62%) and Maximum Scores in Cooperation ( 25.68%)

- The Girls of Standard VII recorded minimum Scores in Communication Component (22.78% and maximum Scores in Cooperation Component (26.84%)

- The English Medium Pupils of Standard VII in Uttara Kannada District possess fairly good level of Peace Awareness. The average Mean Scores were 24.31%.

- The English Medium Pupils of Standard VII in Uttara Kannada do lack good Communication skills. Because the percentage of Mean scores obtained in terms of Communication in the Pre Test was less when compared to the other components.

- The English Medium School Pupils of Standard VII in Uttara Kannada are good in Cooperation spirit when compared to other Peace Awareness
components considered for the study. The percentage of Mean Scores in Cooperation is 26.26% where as it is 23.5% in Respect to Human Rights, 24.55% in Tolerance and 23.44% in Communication.

- The Standard VII Girls of the English Medium School in Uttara Kannada have comparatively better Respect to Human Rights (B: 22.62% G: 24.37%), Tolerance level ( B: 23.43% G: 25.65%), and Cooperation Spirit( B: 25.68% G: 26.84%) when compared to the Boys of the same standard.

- The Standard VII Boys of the English Medium School in Uttara Kannada have better Communication Skills when compared to the Girls of the same standard( B: 24.09% G: 22.78%)

**Findings Related to Experiment Based Objectives:**

The result derived out of the present study and the personal experience of the Investigator revealed that

- The Instructional Material prepared by the Investigator to develop Peace awareness among the Pupils of Standard VII was very effective. The Total Mean Scores of the Pupils in Peace Awareness was 97.75% in Pre Test and 152.56% in the Post Test. It Shows that the Instructional Material prepared by the Investigator was very effective among the Pupils of Standard VII

- The Instructional Material prepared by the Investigator to develop Peace awareness among the Pupils of Standard VII was very effective in terms of Respect to Human Rights. The Mean Score of the Pre Test in Peace Awareness in terms of Respect to Human Rights was 23.5% and the Post Test Mean Score was 37.01% respectively which shows that the increase in the percentage of the score is due to the Instructional Material prepared by the Investigator

- The Instructional Material prepared by the Investigator to develop Peace awareness among the Pupils of Standard VII was very effective in terms of
Tolerance. The Pre Test Mean Scores of the Pupils were 24.55% and the Post Test Scores were 38.77%. The positive difference in the Mean Scores shows the effect of the Instructional Material.

- The Instructional Material prepared by the Investigator to develop Peace awareness among the Pupils of Standard VII was very effective in terms of Cooperation. The Pupils showed 26.26% Mean Scores in their Pre Test and recorded 38.46% in their Post Test. The increase of 12.20% scores is attributed to the effect of Instructional Material.

- The Instructional Material prepared by the Investigator to develop Peace awareness among the Pupils of Standard VII was very effective in terms of Communication. When the Pre Test Scores of the Pupils were analyzed, the obtained Mean Scores were 23.44% and the Post Test Mean Scores were 38.70%. The increase in the Mean Scores of the Pupils in Post Test is attributed to the positive effect of the Instructional Material.

- The Instructional Material was more effective in developing Peace Awareness among the Standard VII Girls than the Boys.

5.13.0.0 Discussion of the Results

The Investigator had taken into account four major components of Peace Education for the Experimental purpose. They were the sub variables of the study. The sub variables were

- Respect to Human Rights
- Tolerance
- Cooperation
- Communication

As the data was analyzed the Investigator found a very positive effect on all the sub variables considered for the study.
Effect of Instructional Material on Respect to Human Rights:

Initially when the Respect to Human Rights was measured with the help of the Pre Test, it was 23.5% in terms of Mean Scores. After the administration of the Instructional Material when the Pupils were subjected to the Post Test the, the obtained Mean Scores were 37.01%. The increase thus recorded was 13.51%. The obtained ‘t’ value was 32.13 at 0.05 level. Thus it was proved that the Instructional Material prepared by the investigator was very effective in relation to Respect to Human Rights.

The data was also analyzed separately for boys and girls as they were considered as the sub variables. The boys had recorded a Mean Score of 22.62% in the Pre Test and 37.06% in the Post Test. They registered an increase of 14.44%. The obtained ‘t’ value was 21.43 at 0.01 level. Thus it was proved that the Instructional Material prepared by the Investigator was very effective even among the Boys of Standard VII in developing Peace Awareness in relation to Respect to Human Rights.

The girls also showed a positive effect of the Instructional Material in relation to Respect to Human Rights. Their Mean Score in the Pre Test was 24.37%, whereas the Post Test Score was 36.96% thus registering an increase of 12.59%. The obtained ‘t’ test value was 19.40 at 0.05 level. Thus it was proved that the Instructional Material was very effective among the girls of Standard VII.

The pupils who were subjected to the traditional or usual Moral Science classes had no difference in their Pre Test and Post Test Mean Scores. A very minor difference in the total score attributed to their mixture with the class mates, sharing of extra knowledge gained and participation in programmes like Peace Day Celebration etc.

It is to be noted that when compared to the other components in relation to Mean difference, the Respect to Human Rights component registered the least difference of Mean Scores.

Effect of Instructional Material on Tolerance:
The Pupils of Standard VII had registered an average Mean Score of 24.55% in relation to Tolerance. After they were subjected to the treatment in terms of Instructional Material, they registered an increase of 13.82% in the Post Test by recording 38.37%. When the obtained scores were subjected to the ‘t’ test it was found that the obtained ‘t’ value was 22.27 at 0.05 level. Hence it was concluded that the Instructional Material prepared by the Investigator was very effective in terms of Tolerance among the pupils of standard VII.

The data was analyzed separately for Boys and Girls. The Boys had scored 23.43% Mean Scores in their Pre Test and 38.15% in their Post Test. An increase of 14.72% Mean Scores was recorded proving the effect of the Instructional Material. The obtained ‘t’ value for this score was 13.82 at 0.01 level which again proved the effect of Instructional Material.

The Instructional Material had a similar effect on the Girls of Standard VII. They had recorded an increase of 12.94% in the Mean Score difference. When the scored were subjected to the ‘t’ test the obtained ‘t’ value was 21.93. It shows that the Instructional Material prepared by the Investigator was very effective among the Girls of Standard VII in relation to Tolerance.

At the Pre Test level the girls had a better Mean Score of 25.65% as against the boys who had only 23.43%. But after the Post Test the boys scored only 38.15% and girls garnered 38.59. An increase of 0.44 was registered by the girls. Though at the Pre Test level girls had a better Mean Score of 2.22% than the boys after the treatment level the difference of Mean Score was just 0.44%. showing a very small difference of effectiveness between boys and girls with reference to Peace Awareness.

Effect of Instructional Material on Cooperation:

When the Investigator had conducted the Pre Test, the Pupils had shown a higher level of scores compared to the other components considered for the study. In fact the Pre Test Mean Scores were 26.26% in terms of Cooperation. After the treatment of the Instructional Material the obtained Mean Scores were 38.46% which means the increase was 12.20%. Actually this increase was similar to other
components. When the ‘t’ Test was applied to the obtained increase percentage of the scores the obtained value was 23.46 at 0.05 level. Hence it was concluded that the Instructional Material prepared by the Investigator was effective in increasing the Peace Awareness in general Cooperation spirit in particular.

The Boys had shown the Mean Score of 25.68% at the Pre Test level and 38.21% at the Post Test level. The increase of 12.53% is attributed to the effectiveness of the Instructional Material prepared by the Investigator. The effectiveness was again tested by applying the ‘t’ value which was 15.86 at 0.05 level. Hence it was concluded that the Instructional Material was effective among the boys of standard VII in relation to Cooperation.

A point to be noted here is that the Boys had shown a better percentage of Mean Scores in Cooperation component than all the other components. In fact the boys had scored 25.68% in the Pre Test which was said to be more than all the other components. Hence it was concluded that the boys had a better Cooperation spirit in them when compared to the other components of the Peace Education concept.

Interestingly even Girls had scored better in this particular component in the Pre Test. Their Pre Test percentage of score was 26.84% which said to be more than even Boys who had only 25.68%. The Girls registered a Mean Score of 38.71% in the Post Test. The increase in terms of percentage was 11.87%. But the boys in the same component had registered an increase of 12.53%. It means that the Instructional Material was more effective among boys than girls. The ‘t’ score obtained for the girls was 14.30 at 0.05 level. Hence the Instructional Material was considered to be very effective among girls in developing Peace Awareness in relation to Cooperation.

**Effect of Instructional Material on Communication:**

If Boys had scored very less in Respect to Human Rights, the girls scored very less in Communication Component. Altogether the Pre Test Mean Score of the Pupils
in Communication was 23.44% which was also lesser than all the other components taken in totality. But after the administration of the Instructional Material the Pupils scored 38.70 % of Mean Scores in the Post Test. The increase was 15.26% which was in fact the highest in terms of difference between the Mean Scores of the Pre Test and Post Test in all the components. The interesting point to be noted here is that though the Mean Score was lowest here the Pre Test the Post test Score has been the highest. The obtained the ‘t’ Value for the mean Difference has been 39.12 at 0.05 level. Hence the Instructional Material is considered to be very effective among the Pupils if Standard VII in relation to Communication.

The Boys had scored 24.09% Mean Scores in the Pre Test and 38.44% Mean Scores in the Post Test recording an increase of 14.35 %. The obtained ‘t' value for the Mean difference has been 23.14 at 0.05 level. Thus it is concluded that the Instructional Material was very effective among the Boys of Standard VII in relation to Communication.

The Girls who had a very low Mean Score of 22.78% in the Pre Test, scored 39.06% in the Post Test registering an increase of 16.28% which is the highest difference between Pre Test and the Post Test. The Obtained ‘t’ Value for the Mean difference has been 32.56 at 0.01 level. Thus the Instructional Material was considered to be very effective among the Girls of Standard VII in relation to Communication.

In fact in this particular component the Pupils had scored highest percentage of Mean difference proving the Instructional Material very effective among the all the other components considered for the Study.

**Effect of Instructional Material among Boys and Girls:**

The Pre Test and Post Test Mean Scores of Boys and Girls revealed some interesting facts with regard to the existing Peace Awareness and the effect of Instructional Material. If Boys had the lowest Mean Scores( 22.62%) in the Pre Test in terms Respect to Human Rights, the Girls had the lowest Mean Scores(22.78%)Communication. Both Boys and Girls had highest Pre Test Mean
Scores in terms of Cooperation (25.68% & 26.84%). When the Post Test Scores were analyzed, the Boys had lowest Mean Scores (37.06%) in Respect to Human Rights and Girls had the lowest Post Test Mean Scores (36.96%) also in Respect to Human Rights. Both Boys and Girls scored higher at the Post Test level in Communication (38.34% & 39.06%). Thus it is concluded that the Instructional Material on Communication was very effective among both boys and girls.

Effect of the Instructional Material on Control Group:

The Control group was not subjected to any special type of Instructional Material. It was given the usual Moral Science instruction by the concerned class teacher. When their existing Peace Awareness was tested at the Pre Test level it was 24.44 % in average. Though they were not given any Special type of Instruction they were subjected to the Post Test like the Experimental Group. In the Post Test the Control Group Pupils recorded 24.96% of average Mean Score. Hence there was an increase of 0.52 %. The Investigator attributes that increase to the effectiveness of the Instructional Material. Because though they were not given any Special Instruction like the Experimental Group, they were allowed to take part celebrations like Peace Day Celebration. Besides they must had discussed with their friends about the Special Instruction that was given to them which they had not got. Hence the marginal increase in their Post Test Mean Scores is also attributed to the positive effect of the Instructional Material.

5.14.0.0 Educational Implications of the Study

The present study has shown that there is a significant difference between the Means of Scores of the Pre Test and Post Test in Peace Awareness among the Pupils of Standard VII. Hence the Investigator would like to draw the following implications based on the research findings.

1. It has been found that the level of Peace Awareness among the English Medium School Pupils of Standard VII is not satisfactory. Hence there should be a lot of

2. The Instructional Material to develop Peace Awareness in terms of Human Rights Awareness, Tolerance, Cooperation and Communication had a positive effect on the Pupils. Hence more effort should be put in, in developing other aspects of Peace Awareness.

3. There should be discussions and deliberations on current events like Human Rights violations, injustice, casteism etc in the class room to bring about awareness in the students. (Terrance R Carson 1996, Kauppenin H 1991, Reena Agarwal and Ranjana Agarwal 2006, Amrita Maheshwari 2005)

4. A critical mind should be developed in students so that they are able to accept every happening around them in the right perspective

5. The School should mark certain days like- Human Rights Day, Peace Day, Tolerance Day, Communication Day, Cooperation Day in order to develop such values among the Pupils

6. The School should make arrangements to view certain value based films or documentaries on certain issues like Caste system, Ill-treatment etc so that the Pupils develop a kind of awareness towards the evils existing in the society. (J S Dhillon, Navdeep Kaur 2009, Jayadeba Saho 2006)

7. In a multifarious cultural context, especially that of multi religious context, the schools should celebrate major religious feasts without any reservations. It helps in creating better understanding, and in lessening the friction in the name of religion.

8. All the subject teachers must make use of their subject matter to imbibe peace values in their pupils.

9. Peace related material should be added to the syllabus so that direct reference to Peace Awareness is made in the class rooms. (Kreidler W.J 1999)
10. The value education classes and Peace education classes should be activity based than lecture based.

11. The teacher must make use of local and everyday events to drive home the lesson than making use of events that have taken place elsewhere which make the students disinterested in the subject.

12. There shouldn’t be any derogatory or hurting comments made in the class room against any person, community or religion which creates a kind of unpleasantness among the Pupils.

13. The teacher should recognize and reinforce the pupil whenever he or she does something commendable especially in matters related to values, cooperation, conflict resolution, relationship etc. (Lantieri L 1996)

14. The Pupils should be encouraged to read newspapers, watch current events of national and international importance on the Television so that they are aware of the situations around them and are able to learn a lesson or two.

15. The major religions and their main tenets should be taught in the schools as a part of peace education

16. The students should be made to develop a love for other religious scriptures and interest towards knowing the other religions (Ravi P Bhatia 2003)

17. Whenever there are religious or communal riots, Human Rights Violations etc the events leading to such incidents should be critically evaluated in the classrooms without any bias and the pupils should be made aware of the pros and cons of such events. (S K Swain, Niladri Pradhan 2004, Kulwant Pathania and Anita Pathania 2010)

18. The peace process should begin from the class rooms before it commences at the national or International level.

5.15.0.0. Suggestions for Further Research
It is the sincere desire of the Investigator that this present study inspires and paves way for further researches of similar kind. The Investigator would like to make following suggestions based on the present study.

- A similar study could be taken for a different target groups
- More variables or other variables could be considered for the study
- A survey on different type of Peace Education programmes imparted in different places could be studied
- A similar study could be taken up with larger sample.
- A relational study of different peace variables could be taken up with vernacular medium students
- A comparative study between English and vernacular medium also could be taken up.
- A study could be taken up to prepare Peace Education Material by making use of Different religious texts
- The role of different Peace organizations in bringing about Peace could be studied
- The effect of present Instructional Material could be studied in areas which has constant turbulence with reference to caste, creed or social status
- A study could be taken up to asses the contributions made by different national and International Leaders towards Peace.
- Teacher education institutes should introduce peace education curriculum at the training level which later very well would be percolated to the students.