The present study has imparted the researcher novel experiences which he would like share with the readers and personalities studying and evaluating this work. The problem of violent and repulsive ways of students has been addressed in this study. This problem has assumed massive proportions in the present age marked by the situation of knowledge explosion effected by advanced technology and active role of various institutions like governmental, media and N.G.Os. To cater to the needs and interests of children in tune with the changing time, these days many schools provide computers and internet facilities which help students learn at their own pace. It is imperative to guard students against the evil effects of a variety of environmental factors.

The researcher has been concerned about greater degree of freedom being enjoyed by children which drives them away from the caring eyes of parents and guardians. Breach of trust is seen in the form of development of a number of unhealthy habits and lifestyles in children. It affects adversely the harmonious and sweet relations between parents and children, teachers and students, juniors and seniors and among friends. In schools, the teachers play the role of guardians of students. The very purpose
of this study has been to nurse students with the noble and ideal virtues to take care of above problems and to inspire them to contribute to promotion of peace, and harmony of relations among themselves.

A greater degree of patience on the part of researcher has been the prerequisite to accomplish this study. The odds in the form of ‘No’ by school authorities by not entertaining the request of researcher to pursue research related teaching work due to a number of reasons, have caused a little frustration to him initially. The untiring efforts won him the favour of the Heads of some schools who have liked the researcher’s proposal and granted permission for working with students of class VIII. They have also liked the aims and objectives of the study based on the following principles and maxims of teaching:\(^{30}\):

- Principle of Model Presentation
- Principle of Selection of Material
- Principle of Activity
- Principle of correlation
- Principle of Child-centredness
- Principle of Co-operation
- Principle of Planning
- Principle of Individual Differences
- Principle of Motivation

Principle of Feedback and Reinforcement

- Principle of Variety

Principle of Rest and Recreation

- Principle of Readiness

Principle of Fostering Creativity

- Principle of Sympathy

Principle of Self-learning

- Principle of Group-dynamics

Maxims are general truths drawn from experience by various educationists. Some of these maxims, such as from ‘known to unknown’, ‘simple to complex’, ‘near to far’ and ‘definite to indefinite’ have helped the researcher in presenting the topic to the satisfaction of the class to a greater degree.

The school authorities have felt convinced as to the realization of following objectives from the efforts of the researcher following the above general principles and maxims reinforced with peace education norms:

expose students to the teachings of a number of noble and noted figures who present before the readers certain ideals worth-practising;

- exhort them to have scientific outlook;

  shun blind-beliefs;

- inspire them to do things for the sake of humanity;
enable them to understand the outstanding achievements and contributions of noted personalities;

- teach them the ideals of saints, poets, and religious thinkers and political leaders such as Sant Kabir and Guru Nanak Dev, M.K.Gandhi, Mother Teresa, Mrs. Meera Mahadevan, Florence Nightingale (Lady with the Lamp), Ishwar Chandra Vidyasagar, R.N.Tagore, Munshi Prem Chand, Ayodhya Singh Upadhyaya ‘Hariaudh’, Hazari Prasad Dwivedi, Maithili Sharan Gupta, Bhartendu Harishchandra etc., and some noted personalities of the Cinema world for the production of classics.

- make them duty-conscious;

- develop sense of respect for Constitutional values;
- call upon them to respect human rights;

- develop in them awareness for valuing all life forms;
- motivate them to maintain environment; and

- exhort them to maintain their identity.

To begin with, the researcher has been looked down upon with suspicion as a new teacher to take up teaching in the traditional manner. The very first meeting with students in each school has been devoted to maintain rapport with students leading to harmonious and cordial relations. It has required a great deal of tolerance power and the will to attend to the query of each student. The students too have responded favourably, showing interest in the work to follow. Interesting course contents in ‘Civic Sense’
and ‘Mathematics’ have been developed by the researcher heavily drawing upon a variety of sources. The matter has been useful in revival of what students have already learned, and for providing new learning experiences. The ways of peace have been effective in de-stressing them from the fear of punishment. Really, ‘theoretically, the closer a teaching strategy is tailored to the learner’s conceptual level, the more learning will take place’. (Hunt, 1970b, p2)\(^{31}\). The principle of knowing the learners’ needs by promptly attending to their queries helps both teacher and the taught. “Resonate to the learners. Feel their vibes. If you let them, they’ll pull you in the right direction”\(^{32}\) says David Hunt to Bruce Joyce. To be very specific, it has been an attempt in the direction of effecting development of students from all angles.

SCHOOL-WISE DISCUSSION ON THE EXPERIENCES GAINED DURING THE COURSE OF STUDY

(01) SCHOLAR’S ACADEMY, SAIDPUR (2009-10)

This school runs in a rural area, having spacious and cross ventilated rooms conforming to the prescribed norms. The very look at the building explains something as to its standard from the view-point of sanitation, hygiene and work culture. It maintains well qualified and committed teachers, basic amenities and

\(^{31}\) Bruce Joyce, Marsha Weil, Models of Teaching, 5\(^{th}\) Edn., Chp. 9 –Adapting to individual differences, Prentics Hall of India Pvt.Ltd., New Delhi (2004).

\(^{32}\) Ibid.
infrastructure for creating environment for teaching-learning endeavours.

The effectiveness of this study is established by the analysis, interpretation and inferences based on the relevant data. Even graphical views of the performance of students speak of the usefulness of ‘Peace Education’. The discussion has shifted to short spells of suitable guidance and counselling on a variety of issues ranging from vocations to making career in public or private field after the studies are over. The necessity of physical fitness, mental fitness and total fitness have been discussed many times to enable students to get used to healthy life-styles. They have been told to plan various activities – studies, entertainment, recreation, games and sports etc., and stick to the plan.

On the basis of average marks, this school has got the seventh rank both in ‘Civic Sense’ and ‘Mathematics’ with 42.20 and 38.56 marks respectively. As far as the highest score is concerned, this study group/school holds the fifth position in Civic Sense (68 marks) and first position in Mathematics (90 marks).

It being the debut presentation to test the effectiveness of ‘Peace Education’, the researcher has put in his sincere efforts for the best output. The state of school’s achieving the seventh rank in spite of researcher’s best efforts supported with best infrastructural resources and teaching-learning environment is somewhat
discouraging. Still, it has its merits too as it has prepared the researcher for better presentation in other classes/schools.

The liveliness of interactions on the stories of young-brave hearts as appended at last in this dissertation has developed the skill of expression of their views before the classmates. Absence of violence in the classroom has been helpful in generating students’ interest in various curricular and co-curricular activities. They have interacted with the researcher to get clarification on the topic under discussion.

During the course of teaching, generally the class environment has been lively, except some rare occasions marked by normal disturbance due to a variety of factors. In such situations, students have been advised suitably. They have never minded occasional mild criticism by the researcher as per the need of the hour.

Besides this, the researcher has felt elated at the proposal of the wing incharge of this institution for conducting guidance and counselling sessions for the benefit of students of other classes especially seniors as she has been of the opinion that ‘teaching through the ways of peace’, is the need of the hour. As guidance and counselling is an integral part of ‘peace education’ norms, and it creates healthy habits and life styles in students, she has felt that it is equally important for other students also to get exposure in peace values. The Education Commission (1964-66) states, “Guidance, therefore, should be regarded as an integral part of
education and not a special psychological or social service which is peripheral to educational purposes. It is meant for all students, not just for those who deviate from the norm in one direction or the other. It is a continuous process aimed at assisting the individual to make decisions and adjustments from time to time.” Due to the paucity of time, in all humbleness, the proposal has been kept in abeyance with the promise that it would be taken up sometime in future.

SUGGESTIONS

In this study class VIII students have been engaged for teaching them ‘Civic Sense’ and ‘Mathematics’. The future researchers may cover other lower or higher classes. Research can be undertaken involving other subjects and other activities ranging from studies to games and sports. The world of games and sports too contributes in promotion of peace. “Games and sports are the key to unite and integrate people the world over. If the humanity is to survive and make future safe for coming generations, we have no alternative but to promote sports which, in fact, are a sine qua non for individual as well as global development and harmony”, says Rajendra Prasad Garg.33

(02) SCHOLAR’S ACADEMY, SAIDPUR (2010-11)

The points related to the issue of land, building, teaching-learning environment, qualified and committed teachers, basic facilities and infrastructure are same as elaborated above. The class strength being comparatively small, the sample size has been 15 students only in this case.

Again, the effectiveness of ‘Peace Education’ is established by the analysis, interpretation and inferential statement on the basis of relevant data. Even graphical views of the performance of students reflect upon improvement over the first test level both in ‘Civic Sense’ and ‘Mathematics’.

On the basis of average marks, this group has got the second rank in Civic Sense (52.13 marks) and fifth rank Mathematics (47.13 marks). As far as the highest score is concerned, this study group/school holds the third position in Civic Sense (71 marks) and second position in Mathematics (70 marks).

The inventory of peace education has been effective in charging students with the requisite peace values. They have learned to live in harmony with fellow students. They have always remained tuned to the call of researcher. They have learned how to get solution to their doubts and problems in the subject being discussed in the period by interacting with the teacher. The researcher expresses special appreciation for the Incharge’s generosity in giving him the responsibility of tuning a group of
students to present a cultural programme on the occasion of independence day.

**SUGGESTIONS**

As suggested in the case of the first study, the ways of peace can be resorted to for teaching other subjects and classes as well. Whatever subject a teacher may be teaching in the class, he/she should nurse students in the basic codes of conduct. The basic codes of love, truth, beauty, nonviolence, honesty etc. are the spices which make life worth-living. The field facility having been available, there have been occasions when students have been taken to the ground for ground related physical activities. Ministry of Education and National Planning of Physical Education and Recreation states, “The aim of physical education must be to make every child physically, mentally and emotionally fit and also to develop in him such personal and social qualities as will help him to live happily with others and build him up a good citizen.” 34

**(03) DR. B. R. AMBEDAKAR JUNIOR HIGH SCHOOL, SUDAMAPURI, MODINAGAR**

Situated at a distance of about half Km. from Modinagar Tehsil, Govindpuri, Modinagar, this school too deserves the researcher’s thanks for entertaining his request. The sample size of twenty-five

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students represents children from Kadrabad, Rori, Sudamapuri, Suchetapuri, and Govindpuri.

The students have been exposed to the course contents as appended at the end of this dissertation. Some field activities like physical exercises and plantation during the rainy season have been taken up to generate students’ interest in the fitness of self and the general environment with greenery in the surrounding area. Such drives ensure participation of the class consisting students of all religions, creed and culture.

The analytical, interpretative and inferential statements made on the basis of relevant data have already established the effectiveness of peace education in teaching students ‘Civic Sense’ and ‘Mathematics’. Even graphical views of the performance of students in ‘Civic Sense’ and ‘Mathematics’ show improvement in marks over the first test level.

On the basis of average marks, this school has got the fourth rank both in Civic Sense (46.80 marks) and the second rank in Mathematics (52.88 marks). As far as the highest score is concerned, this school holds the eighth position in Civic Sense (60 marks) and first position in Mathematics (90 marks).

Students’ active participation in receiving lessons in ‘Civic Sense’ and ‘Mathematics’ coupled with interest in giving programmes on the occasion of Independence Day and religious festivals like Shiv Ratri, Raksha Bandhan and Id deserves mention. The spirit of
working together for celebratation of national or religious or any other important event or day promotes cohesiveness among students. It makes them do things with broadmindedness. There have been several occasions echoing the following in the atmosphere:

‘Peace Education’ spirit can be applied in teaching other subjects and also other lower or higher classes. The lesson ‘Children for Peace’ in the appendix has the strength of inspiring students to listen to the voice of their conscience and swing into action accordingly. There is need to incorporate such lessons in the curriculum.

(04) KAMAL INTER COLLEGE, SUDAMAPURI, GOVINDPURI, MODINAGAR

This school is also situated at a distance of about half Km. from Modinagar Tehsil. The subjects, twenty-five in number, whose scores have been analyzed in this dissertation belong to Sudamapuri, Suchetapuri, and Govindpuri colonies.

The researcher would like to add a line appreciating every possible help received from the head, teachers, the office staff and most importantly the children of this school. The school has been functional even during the rush of Shiv Kanwar Mela.
The statistical treatment of the relevant data and graphical views have already established the effectiveness of ‘Peace Education’.

On the basis of average marks, this school has got the fifth rank in Civic Sense (45.72 marks) and the eighth rank in Mathematics (36.20 marks). As far as the highest score is concerned, this school holds the first position in Civic Sense (84 marks) and third position in Mathematics (65 marks).

Besides the discussion on festivals of the season – Independence Day, Raksha Bandhan, Janmashtmi and Id, there have been discussions on the issue of environment protection. Some of the important themes discussed have been ‘how to check water, air, and sound pollution?’, ‘what are the vices related to certain rituals and festivals?’ and ‘what is the ambition of your life?’ Students have been exhorted to know their own strengths and to involve themselves in constructive works so that their future can be bright.

**SUGGESTIONS**

‘Peace Education’ has the strength of de-stressing students from the fear of punishment for mistakes in work – oral or written. It also guards the teachers against legal provisions which make the act of beating and gestural intimidation punishable. Hence, the researcher thinks it proper to teach students through peace education norms, whatever class or subject we teach.

(05) **NAVIN BAL VIDYALAYA, MODINAGAR**
Running at a distance of nearly one and a half Km. from Modinagar Bus Stand, this school, though smallest of all schools covered in this study (built over a plot of 150 yards or so –three floors), reflects upon its promoters zest for promotion of education. With the only exception of ‘no space for ground/physical activities’, the school has adequate arrangements in terms of qualified staff, seating, teaching-learning aids etc.

The students (sample size of 25 students) have liked the violence free and caring style of the researcher for teaching ‘Civic Sense’ and ‘Mathematics’ in tune with the various principles and maxims of teaching.

The statistical treatment of the relevant data and graphical views have already established the effectiveness of ‘Peace Education’.

On the basis of average marks, this school has got the sixth rank both in Civic Sense (44.04 marks) Mathematics (42.12 marks). As far as the highest score is concerned, this school holds the fourth position in Civic Sense (67 marks) and second position in Mathematics (70 marks).

Besides meaningful discussions on contents given in the appendix section of this dissertation and the various festivals of the season, the other important issues taken up have been ‘seasons inconvenience’ ‘environmental hazards’, ‘natural disasters’ and ‘the duties of citizens’ to overcome the hazards.

SUGGESTIONS
Considering the merits of the spirit of ‘Peace Education’ and general and his own findings, the researcher feels that it can be helpful for teaching any subject and any class at ease. It has the strength of winning appreciation from all corners.

(06) SUN INDIAN PUBLIC SCHOOL, TIBRA ROAD, MODINAGAR

This school is situated at a distance of about half Km. from Modinagar Bus station. The students of this school come from Modipon Colony, Nehru Colony, Baug Colony, Bhupendrapuri, Tibra, Khanjarpur and Gadana.

This school has uniqueness of its own. This is the only school in which all classrooms are connected by sound system to pass on necessary message /instructions in the class.

The students deserve appreciation for being receptive to the call of the researcher during the course of discussion/teaching. Here also, besides the theme of various festivals, it has been discussed whether ‘T.V., ‘Radio’, ‘Films’, ‘Computer’ and ‘Network’ should be treated as boons or curses. Further, discussions on ‘people’s participation in elections to elect their representative’, ‘necessity of taking drops for immunity against a disease’, ‘roles of some social agencies’ and a variety of other burning topics have been helpful in developing students critical thinking.
The statistical treatment of the relevant data and graphical views show improvement in marks of students in both the subjects over the first test level.

On the basis of average marks, this school has got the eighth rank in Civic Sense (33.44 marks) and third rank in Mathematics (48.92 marks). As far as the highest score is concerned, this school holds sixth position in Civic Sense (67 marks) and second position in Mathematics (70 marks).

SUGGESTIONS

On the basis of his own findings, the researcher would like to suggest that peace education measures have their merits for teaching and better results in all subjects. Moreover, other lower or higher standards can be covered for teaching through the ways of peace.

(07) D N PUBLIC JUNIOR HIGH SCHOOL, GOVINDPURI, MODINAGAR

This school is situated behind the Modinagar Tehsil. The students come from Kadrabad and Govindpuri. The freshness rendered by a variety of plants and flower-beds in abundant measure charges both students and the teachers for the day’s work. The natural get-up inspires students to keep their classroom neat and clean.

It’s a progressive school in terms of students’ strength. The study of this school is based on the sample size of ten students only. The students of this school have been self disciplined.
The statistical treatment of the relevant data speaks of effectiveness of peace education in developing students’ understanding in both the subjects taught by the researcher. The graphical views also show improvement in marks over the I test level.

On the basis of average marks, this school has got the first rank in Civic Sense (57 marks) and fourth rank in Mathematics (48.20 marks). As far as the highest score is concerned, this school holds seventh position in Civic Sense (65 marks) and fourth position in Mathematics (60 marks).

SUGGESTIONS

As suggested in the case of other schools, teaching through the ways of peace can be helpful for other classes and other subjects. A variety of self-designed curricular and co-curricular activities in such a school can yield better results.

(08) SH. RAJESH PILOT MEMORIAL JUNIOR HIGH SCHOOL, BHUPENDRAPURI, MODINAGAR

Situated at a distance of about one a half Km. from Modinagar Bus Stand, this school is a progressive school with spacious and cross ventilated rooms. The norms in respect of qualified teachers, proper seating arrangement and basic amenities are fulfilled in all respects. The students have open field for prayers and a variety of other physical activities. In all
humbleness, the principal, the manger and the Chairman of School Retd. Principal Major M.S. Nagar have expressed that teaching through the ways of peace is the need of the hour and they felt honoured by contributing to as noble an act as research in the field of education.

On the basis of average marks, this school has got the third rank in Civic Sense (50 marks) and first rank in Mathematics (56.78 marks). As far as the highest score is concerned, this school holds the second position both in Civic Sense and Mathematics with 75 and 70 marks respectively.

**SUGGESTIONS**

Peace education measures have the strength of contributing to the teaching of other subjects also in an effective way. The culture of love and affection is most liked by students now-a-days. It conforms to the constitutional provisions in force. Therefore, it would be in order to teach students by eliminating violence in the class.

It would be worthwhile to highlight the position of different schools on the basis of average marks vs. highest marks obtained in both the subjects as follows:
## POSITIONS IN ‘CIVIC SENSE’ AVG VS HIGHEST MARKS

Table No.50

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>School</th>
<th>Position as per Average Marks</th>
<th>Position as per Highest Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Scholar’s.. (01)</td>
<td>VII</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>(42.02, 68)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Scholar’s.. (02)</td>
<td>II</td>
<td>III</td>
</tr>
<tr>
<td></td>
<td>(52.13, 71)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Dr.Ambedakar</td>
<td>IV</td>
<td>VIII</td>
</tr>
<tr>
<td></td>
<td>(46.80, 60)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Kamal…</td>
<td>V</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>(45.72, 84)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Navin…</td>
<td>VI</td>
<td>IV</td>
</tr>
<tr>
<td></td>
<td>(44.04, 69)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sun Indian</td>
<td>VIII</td>
<td>VI</td>
</tr>
<tr>
<td></td>
<td>(33.44, 67)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>D N…</td>
<td>I</td>
<td>VII</td>
</tr>
<tr>
<td></td>
<td>(57.50, 65)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Sh. Rajesh…</td>
<td>III</td>
<td>II</td>
</tr>
<tr>
<td></td>
<td>(50, 75)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sl. No.</td>
<td>School</td>
<td>School (Avg., Highest)</td>
<td>Position as per Average Marks</td>
</tr>
<tr>
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</tr>
<tr>
<td>1.</td>
<td>Scholar’s (01)</td>
<td>(38.56, 90)</td>
<td>VII</td>
</tr>
<tr>
<td>2.</td>
<td>Scholar’s (02)</td>
<td>(47.13, 70)</td>
<td>V</td>
</tr>
<tr>
<td>3.</td>
<td>Dr.Ambedakar</td>
<td>(52.88, 90)</td>
<td>II</td>
</tr>
<tr>
<td>4.</td>
<td>Kamal</td>
<td>(36.20, 65)</td>
<td>VIII</td>
</tr>
<tr>
<td>5.</td>
<td>Navin</td>
<td>(42.12, 70)</td>
<td>VI</td>
</tr>
<tr>
<td>6.</td>
<td>Sun Indian</td>
<td>(48.92, 70)</td>
<td>III</td>
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<tr>
<td>7.</td>
<td>D N</td>
<td>(48.20, 60)</td>
<td>VI</td>
</tr>
<tr>
<td>8.</td>
<td>Sh. Rajesh</td>
<td>(56.78, 70)</td>
<td>I</td>
</tr>
</tbody>
</table>
Thus in as per average marks in ‘Civic Sense’, D N Public School holds the first position followed by Scholar’s Academy-02 at the second position and Sh. Rajesh Pilot Memorial School at the third position. As per average marks of ‘Mathematics’, Sh. Rajesh Pilot Memorial School holds the first position, Dr. B.R. Ambedakar School second position and Sun Indian School at the first position.

As per the highest marks in ‘Civic Sense’, the first position is held by Kamal Inter College, second position by Sh. Rajesh Pilot Memorial School and third position by Scholar’s Academy-02. In ‘Mathematics’ the first position is held by Scholar’s Academy-01, second position by Sh. Rajesh Pilot Memorial School and third position by Kamal Inter College.

**Significance of Hypothesis**

On the basis of statistical inferences, graphical view and general reading of first and second test scores, it can be stated that teaching as per peace education norms has yielded the desired results. Peace education measures have the strength of impressing upon students to know strengths and to utilize their time prudently for success on all fronts. They can remain tuned to the call of elders – teachers and parents and guardians if attempts are made to groom them to healthy life-styles through the ways of peace. The researcher has experienced this by putting his plan into practice.
The findings have supported the alternative hypothesis that ‘there will be significant difference between the marks obtained by students in the two tests’ each in ‘Civic Sense’ and ‘Mathematics’ as a result of teaching through peace education norms. Similar experiences are likely to be gained if similar efforts are put in by other researchers.

**Epilogue**

As a matter of fact, the researcher would like to state in all humbleness that the need of the hour is to make attempts to groom students to the culture of living in harmony with fellow students. The Constitutional provisions have to be observed to take care of the right to education of children. The schools should strive for developing sense of cohesiveness, sweet and harmonious relations among all concerned on priority, followed by effective teaching endeavours. Teaching as per Peace Education norms has the strength of controlling the violent and repulsive ways of students for higher academic achievements. In the age of advanced information technology causing the state of knowledge explosion, students interests have to be protected in coordination with parents with the society. The more the elders reflect the attitude of their being composed, patient, truthful, loving and attentive in solving the problems of life, the more will it help them in transferring the requisite values to children.
EDUCATIONAL IMPLICATIONS OF THE STUDY

As stated in the very beginning, this study is related to teaching-learning field wherein teachers and students operate. Teaching-learning experiences cannot be carried on in an environment of terror created by either the teacher or student. As such peaceful environment is essentially required for imparting education. Each of the above-named two participants can understand potential strength of the other through meaningful dialogues. Absence of meaningful dialogues in classroom will pave the way for strained relations between teacher and students. Such developments will defeat the purpose of education. As such, whatever subject a teacher may be teaching, he/she should necessarily make attempts to develop cohesive spirit among all concerned. Everybody has to be self-disciplined for promotion of peace.

This study strictly adheres to peace education norms which, first of all, call upon teachers to be practitioners of peace values for cordial relations with students. Cordial relations prepare the ground for effective teaching. Peace education is geared towards providing good human resource to the nation. It also contributes for sustainable development of the nation.

SUGGESTIONS FOR FURTHER STUDIES

It is hoped that this study would inspire the future research aspirants to take up peace research work involving students pursuing studies in different standards. The very spirit with which
this study has been accomplished, is the work culture of inter-personal and inter-group dialogues to resolve conflicts and for mutual understanding on issues which promote peace, sharing one’s pleasant or unpleasant experiences with persons with whom we live, grooming students to basic humanistic values and ‘the constituent elements of peace’.

In the light of experiences which this study has imparted, the researcher would like to suggest the following topics for further studies:

1) Grooming students to healthy work culture through Peace Education.

2) Living in peace and harmony with fellow students may ensure a bright future.

3) Teachers’ caring and sharing attitude grooms children to the culture of Peace and Harmony.

4) Peace Education for generating students interest in studies.

5) Peace Education holds the key to overall development of students.

6) Peace Education for global development.

7) Peace Education for resolving unhealthy rivalry among students.

8) Peace Education for a bright future of coming generation.
9) Relevance of Peace Education for promotion of the healthy spirit of games and sports in students/Sports Persons/different nations.

10) Peace Education as a potent tool to eliminate the content of violence in children.

11) Bringing juveniles to the mainstream of life through Peace Education.

12) Peace Education inspires students to shun corrupt practices.

Outwardly, the idea of ‘peace’ seems to be a very pleasant and relief-giving. Peace may elude one even at the slightest lapse.

The matter given in appendix section has been helpful in generating students’ interest in the topic being discussed in the class. Dissemination of the contents has kept the students spell bound. More interesting contents can be developed by incorporating literary outputs and inspiring real events related to the lives of renowned personalities.

This is all about the present study. This study would be useful for future researchers seeking solution to allied problems of indiscipline, truancy, unruly and uncalled for behaviour, violence among school children etc. As education endeavours at present are carried on amid conflicting situations, it would be prudent to learn how to resolve conflicts. On the one hand the teachers aspire for
more powers and protection under law, while on other hand the students demand more freedom and promotion to next standard by resorting to a variety of means. Peace education has the solution to such problems as it attempts to strike balance through dialogues. The statistical treatment of the data (marks) related to the study conducted in all the eight schools stand testimony to the fact that peace education or peace measures have the strength of imparting more knowledge and a variety of healthy habits to students. In the light of ‘elusive’ nature of peace, it is a must to guide and guard students properly. The struggle against violence would never be over. ‘Amar Ujala’ of 4th October, 2011 has brought to light the following cases of violence under the caption श्लोकक विरास खोफनाक दिशा में जा रहा बचपन

1. 12 साल के बच्चे ने चोर सिपाही के खेल में दोस्त को गोली मारी !
2. झगड़ा हुआ तो साशी का कान खाया ।
3. छात्र ने फिलक को चाकू घोपा ।

Due vigil on such tendencies and moves of students/children is the need of the hour. The various peace prize winners deserve mention for their noble contributions for ‘peace’. This dissertation acknowledges the role of mothers (मातृ वर्ण) in teaching various things to children to enable them to live in peace and harmony. Moreover, this year’s Nobel prize awardees –all women namely Ellen Johnson Sirleaf, Leymah Gbowee and Tawakul Karman have won laurels for promoting peace.
The researcher, in all humility, leaves it for the future researchers to assess the efficacy of peace education for students studying at different levels. This study has been undertaken with the spirit of a learner by putting in sincere efforts.

The researcher wishes that our children may enjoy the bliss of peace; they may put in their vital energies to scholarly pursuits for their overall development; they may make progress on all fronts; they may learn the merits of constructive efforts.

May there be peace in education campuses! May there be peace in the heart of student and teachers! May our students get rid of violent and repulsive ways! May the energies of our students be geared towards higher academic achievements!

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