CHAPTER I : INTRODUCTION

This study concerns the well-being and bright future of children who are pursuing studies presently in different schools. It is geared towards testing the potential strength of ‘Peace Education’ in guarding students against the evil effects of violent and repulsive ways which harm their interests. It teaches them to be at peace with others who come in contact with them, to learn how to live in harmony with fellow students and to be devoted to scholarly pursuits for higher academic achievements.

It is expected of schools to put in their sincere efforts for imparting quality education to students on the one hand, and for inspiring them to put their vital energies to proper uses on the other. School is the place where students from different background meet. Peaceful environment inside the campus is of utmost importance for smooth and meaningful teaching-learning endeavours. Various curricular and co-curricular activities are performed in schools throughout the session with team spirit. Attempts are made to groom students to a variety of ideal virtues and manners –talking, walking, smiling, studying, sharing and caring, and finer values such as truth, non-violence, love, beauty, honesty, dutifulness and time-consciousness etc., which are both worth-possessing and worth-practising for stress-free life and joyful life.
For this, concerted efforts are required to be made by all –parents, guardians, teachers and the society. In schools, only well qualified and committed teachers can withstand this challenge working as good guides and counsellors. At the same time adequate arrangements for information and communication technology services will have to be made for equipping teachers and students with the latest knowledge and developments in different fields. Science and technology is a double-edged weapon. It opens the gates for self-learning by students but with adequate caution as free-play may develop some vices in them and lead them to dark corners.

ब्रह्मवर्धन महोदय ‘आत्म-निवेदन’ में लिखते हैं, ‘युवावस्था जीवन का वस्तुर्काल है, उर्जा, शक्ति, उत्साह, और उत्साह से मरपूर जीवन, बचपन और वयस्कवार्षिकी की संधितेला ... युवावस्था में यदि जीवन निर्माण का सही मार्गदर्शन मिल जाए तो जीवन में अनेकानेंक उपलब्धियों के पुष्क खिलते चले जाते हैं।’

विद्यार्थीं के लक्षणों पर प्रकाश डालते हुए लेखक ने आगे लिखा है ‘विद्यार्थी जीवन, जीवन का सुनहरा काल है। Student life is the Golden period of life. कुछ सीखने, कुछ जानने, कुछ बनने का सल्ल सार्थक प्रयास इसी समय में होता है। एक विद्यार्थी जीवन में सम्भव लक्षण होने चाहिएंः।

काकेचेता वकोध्यानं भाननिद्रा तथैव च।
अत्याहारी गृह त्यागी विद्यार्थी वंचलक्षणम।’

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1 युग निर्माण योजना, भक्षण, सफल जीवन की दिशा दारा
2 Ibid. ३०७
Children are very important future human resource of a Nation. Therefore, proper and urgent attention is required on the part of guardians – all elders and well-wishers to safeguard the interests of children. It is essential to guard them against unhealthy experiences which may come their way from different directions, channels and exposure to acts of notoriety and violence in home, schools, at points where they move. It may be a matter of great relief to note that, in India, a new-born baby, irrespective of gender considerations, is exposed to the society amid Shanti Mantras—Om Shanti! Shanti! Shanti! Still ‘Shanti’ escapes men for a variety of reasons.

M.K. Gandhi said, “If we are to teach real peace in the world, we shall have to begin with children.” Children of today, having gained maturity, would have to shoulder the responsibility of running the nation successfully, in tune with the spirit of the Constitution. Considering the merits of education, Maria Montessori asserts, “All education is for peace.” The very purpose of all educational endeavours should be to impart knowledge and understanding to students about life, about their potential strengths and its optimal utilization. It will be helpful in bringing about desired behavioural changes in students for their all round development.

Possession of wealth and land in abundant measure cannot provide perfect satisfaction and peace of mind. Mahavir Swami and

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4 Ibid.
Gautam Buddha renounced the world of material possession for the sake of perfect peace. The famous emperor Ashoka the Great was not happy even after expanding his empire at will and ultimately renounced war and violence. Ironically, man has not taken lesson from the past which tells that the beginning and end of wars are deliberate. It comes to an end after exhaustion of all our resources and strengths which could be better utilized for constructive purposes. The last century had witnessed two World Wars with the undercurrent for a third one – the Cold War time of frightening the competitor by developing nuclear capabilities. Still man’s thirst for power has not ended. Why? The answer is the insatiable thirst to win and rule over the World.

The Constitution of UNESCO reads:

“Since wars begin in the mind of man it is in the minds of man that the defences of peace must be constructed.”

The idea of dominating over others, the desire to have lion’s share and amassing the wealth of the universe instigates a few individuals to wage war against rivals and also the weak. Thus heinous crimes are committed to satisfy one’s ego.

Peace is a feeling of internal well-being and goodwill towards others. It is a style of life, a mental attitude, a state of equilibrium. To have an everlasting peace, it is essential that a person cherishes pure thoughts, pure feelings, pure motives and selfless concerns for the good of all. It refers to the state of life free from concerns, worries, problems, stress, conflicts and tensions. Such a state will inspire students to cherish positive thoughts with the intent to live and let others live. Peace is an intangible but indispensable asset which must be possessed by all as it makes life worth-living.

Each Age has the characteristic features of its own. In the present Age, fast transition in almost all walks of life is taking place, posing new challenges to managers of educational affairs. It requires novel ways and means to tackle new problems owing to changes in tastes, likings, preferences, social and cultural values of people. The factors effecting the following changes should to be closely monitored:

1) Knowledge explosion

2) Technological developments

6 'मानव दर्शन' (पृष्ठ 152, 153), नानक चौहान राम प्रकाशन, कुमाऊँ।
3) Excessive freedom to do things at will

4) Polluted environment:
   i) Noise pollution
   ii) Air pollution
   iii) Water pollution
   iv) Disorder/Unhygienic conditions all around

5) Cultural Transformation
   i) Intermingling of cultures
   ii) Indifference towards own culture
   iii) Impact of global culture

6) Falling values
   i) Fall in moral, social, economic, humanistic, political, and spiritual values
   ii) Growing interest in materialistic values

7) State of restlessness to know and have more and more knowledge with no concern for the utility of it.

The concept of peace is our own. From time immemorial, the people of India, have been wedded to ‘spiritual ways’ and practices whereby all tangible and intangible entities are invoked and the pledge for caring and sharing each others’ concern is renewed daily. Such a routine passes on a variety of values –social, cultural, human, environmental and above all eternal values to its practitioners.
India has enjoyed the status of a peace loving nation. The statements of some renowned personalities stand testimony to this fact:

- **Max Muller, the great German ideologist and scholar** has paid tribute to the rich intellectual heritage of India by saying, “If I were asked under what sky the human mind has most fully developed some of its choicest gifts…I should point to India.”  

- **Arnold Toynbee, an English historian stated** –

  “It is already becoming clear that a chapter which had a Western beginning will have an Indian ending. At this supremely dangerous moment in human history (Nuclear Age) the only way of salvation for mankind is the Indian way.”

- **Mark Twain, an American writer wrote,** “India is the cradle of human race. Most valuable and most instructive materials in the history of man are treasured up in India only.”

- **Will Durant, a scholar and writer complimented by saying,** “India will teach us the tolerance and gentleness of human mind, understanding spirit and unifying, pacifying love for human being…Mother India is in many ways the mother of us all.”

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8. Ibid.
9. Ibid.
10. Ibid. p. 1-2
- Hu Shih, a former Chinese Ambassador to U.S.A. said, “India conquered and dominated China for several centuries without ever having to send a single soldier across its border.”

- यह कहना उचित ही है, “जीतें हों किसी ने देश तो क्या हमने तो दिलों को जीता है।”

Different religions and their followers have flourished in India. Truly speaking, all religions exhort humanity to be at peace with fellow-beings, to care for the well-being of others, to cherish positive thoughts and perform one’s duties and responsibilities sincerely, with no malice towards anyone. That’s how peace can be promoted. The four Vedas are the fountain source of bounteous peace messages and a variety of other actions which promote peace. These are known by the names –The Rigveda, The Samaveda, The Yajurveda and The Atharvaveda.

The keynote of the Vedic thought is –

“May all the beings see me as a friend and may I see all the beings as my friends.”

The Rigveda exhortations are for living in harmony with others:

“May all the learned men be friendly to us, may the holy words (of the

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11 Ibid. p.2
sagacious) with their pure thoughts be the source of universal peace and happiness.” –(VII-35-11).\textsuperscript{13}

**Samaveda admonishes its practitioners thus:**

“Uproot the vices and throw them out, increase and nurture good qualities.”\textsuperscript{(1302)}\textsuperscript{14}

**Yajurveda’s message is:**

“May there be peace in the heavenly region, may there be peace in the environment, may peace reign on the earth, may the waters be soothing, may be medicinal plants be the source of peace to all; may all the enlightened persons bring peace to us, may the Vedas spread peace throughout, may all other objects give us peace and may peace even bring peace to all and may that peace come to me (ever).” \textbf{Om} Shanti! Shanti! Shanti! –(36-17)\textsuperscript{15}

**Atharvaveda wishes thus:**

“O ye mankind, I ordain for you to have concordance in your heart, unanimity in your minds and freedom from hatred in your dealings. Everyone of you ought to love one another in every way, just as the inviolable cow loveth the calf which is born from her.” (3-30-1)\textsuperscript{16}

\textsuperscript{13} Ibid. p. 14-15
\textsuperscript{14} Divine Message of the Vedas, Acharya, Shriram Sharma, Yug Nirman Yojna, Gayatri Tapobhoomi, Mathura, Rp. 2007, p. 85
\textsuperscript{15} Vyas, R N, Indian Wisdom and International Peace, The Basis of Peace, Gian Publishing Houuse, Delhi, 1987, p. 16
\textsuperscript{16} Ibid.
Journeying through different stages of life, gaining a variety of experiences concerning ‘Purushartha’, ‘Dharma’, ‘Artha’, ‘Kama’, ‘Moksha’ ‘Vairagya’ and ‘Nishkam Karma’, men aspire for the following ideals ultimately:

Lead me from falsehood to truth!
Lead me from darkness to light!
Lead me from death to immortality!17

अथैरे से उजाले की तरफ ले जाओ हे भगवन,
रहें हम दूर पापों से हमारे खुद होवे मन।

Researcher’s own experience of teaching-learning environment, which matches with that of most of his counterparts presents a dismal picture of educational campuses marked with unhealthy developments in likes, dislikes, interests and general attitude of a majority of students. Environment as a whole reflecting lack of co-ordination among different entities -home, school and society is adversely affecting students’ interests. They seem to have lost patience and want prompt return/feedback. They resort to violent and repulsive ways (ranging from thinking ill and speaking harsh words to causing physical assault to others) to hurt others, to cause loss to national assets. This causes a feeling of disgust among people. Sometimes naked dance of humanity can be seen. The situation in co-education campuses is far worse. The number of true learning enthusiasts is much less than that of fake

learners who frequent the schools with inadequate tools throughout the year. This will be clear from their responses/feedback to different queries concerned with their interests, discipline, ambitions of life and so on. Students:

1) get violent on trivial matters;
2) argue with teachers unnecessarily;
3) enter into quarrel with fellow students and do not even hesitate to hurt them by catching them by the collar or by twisting their hands, legs, ears, hair, by scrubbing over others’ skin with sharp and pointed objects, by hitting/punching them at the back. Such acts sometime do serious harms to those who are hit;
4) resort to unfair means in examinations and disturb the invigilator;
5) Pass unpleasant and indecent remarks against:
   i) administrators and teachers;
   ii) girls; and
   iii) fellow students
6) ignore their scholarly pursuits;
7) do things which can bring losses to them and others;
8) bring mobile phones, cheap and prohibited literature to school;
9) enjoy television, play horrific/violent video games for longer hours with high background music;
10) chat with friends at late hours and even exchange pictures;
11) come to school but play truant, and
12) develop bad habits of smoking, chewing tobacco and drink.

In short, interests of a majority of students have shifted from scholarly pursuits to the acts as stated above. They read news headlines/details which do have not much information on the growth and development, outstanding achievements of talents, honours to eminent educationists, scientists, engineers, and commendable deeds of young brave-hearts of the country. The general conditions have so changed that news dailies give coverage to different types of violence and crimes, scams, dharnas and strikes. The Press brings out the interviews of emerging artists’ seeking their views on pre-marital relations and affairs, which students read with delight.

They come across the following types violence and crimes by reading news dailies and magazines:

1) **Hooliganism** : State of disorder due to violent and destructive ways.

2) **Insurgency** : Rebellion/revolt by soldiers and army-men.

3) **Terrorism** : Act of violence, threat for political purpose.

4) **Turmoil** : Great disturbance, agitation or confusion.

5) **Annihilation** : Destroy somebody/ something completely.
6) **Mercenary acts**: Acts done with the motive of money.

7) **Human bombs**: Bombs prepared by blending human life, explosives and poisonous chemicals.

8) **Crimes of Misc. types**: A combination of above activities and acts of cheating, intimidation, ransom, misuse of office/power etc. tarnishing the image of self/nation.

The reading of news pertaining to acts as stated above makes students aware of the faulty system. They feel that disorder prevails in all walks of life and therefore there is nothing wrong in their getting violent and repulsive for their own merriment. Under such wrong notions, there is likelihood of their getting entrapped into the mire of corrupt practices. It is, therefore, imperative for the custodians of children –parents, guardians, teachers and the society to guard them against the consequences of evil forces. The present study is a step in the direction of withstanding the commitment of sharing the responsibility of overall development of students.

**Criteria in Selecting the Topic under study**

School is a teaching-learning field for children to learn a variety of good things so that they may grow into responsible citizens. Contrary to this ideal, the unhealthy practices, uncongenial environment affects the general system, influences students and makes them take recourse
to violent and repulsive ways. This change in students has sensitized the researcher to give a thought to this issue. Violence hurts one against whom it is inflicted. Harming does not mean merely causing physical injury. It also includes the acts hurting the feelings, sentiments, emotions and interests of others by speaking a lie or harsh words, stealing or snatching things, bullying, molesting, teasing, harassing, discriminating and thereby depriving the targeted individuals of peace of mind. It is the general problem faced by schools around the globe. ‘A child born today in the U.K. stands a ten times greater chance of being admitted to a mental hospital than a university...We are driving mad our children more effectively than we are genuinely educating them.’\(^{18}\) Laws in force in India prohibit violence in educational campuses. Now-a-days, teachers are expected to teach and guide students through the culture of peace, shunning violence by speaking harsh words or by canning students. Now they cannot work as hard task masters of the past. Stringent provisions in law invite the displeasure of teachers because students take recourse to availing undue liberty with a threat to teachers to face the consequences otherwise. It is expected, this study would serve as an antidote to deteriorating conditions and generate students’ interest in school activities through the ways of peace. It has the strength of influencing even fellow teachers to take up teaching through peace education norms for stress-free and tension-free life. \textbf{For properly managing the disorderly environment as}

discussed above through the ways of peace, the researcher has selected the topic under study.

The violence as stated above is not imaginary one and a making of the researcher’s mind. The following documentary evidences substantiate the above unhealthy developments in schools in general:

Peace Education, Self Instructional Package for Teacher Educators, NCERT, New Delhi, June, 2004 (p.69)

Two shot dead by taunted student
- Student opens fire at school, shot
- WWF-inspired bullies pulverize classmate
  Bullying, teasing ‘big problems’ for US kids

NCF 2005, Education for Peace (p.9-13)
- Verbal/gestural ways, physical assaults and molestation

Newspaper reports:

U.P. school boys castrate twelve year old, The Times of India (TOI), December 26, 2009.

Violence shown to children by teachers/elders:
- The truth about corporal punishment (TOI, November 8, 2009).
  - Student alleges sexual abuse by priest in Kerala school hostel (TOI, November 14, 2009).

Heinous crime against humanity/life:
5 children among 16 massacred by naxals. All tied up before being shot. (TOI, October 3, 2009).

**Violence by the public administrators/Custodians of law:**


Students get affected by reading the news under the above headlines. Such acts fall under socio-cultural, socio-economic, socio-political and general environmental domains. Revolution in the sphere of technology has created the state of knowledge explosion which needs proper management. Children at the threshold of hormonal change need more care and attention on the part of guardians – parents, teachers, and the society. In the midst of situations as detailed below fast transformations in physique, thinking, behaviour pattern and life styles of young children are observed:

**Adolescence**

It’s time between childhood and mature adulthood. They start extending their opinions on certain matters.

**Puberty**

It refers to the period during which sexual organs develop. It prompt youngsters for amorous pursuits.

**Stormy state**

It is said ‘youth’ ventures whereas ‘age’ considers. This phase makes students do certain things without considering its merits and demerits. Hence they need proper direction.
Stresses

Conflicting situations, dilemmas and concerns about future prospects keep students tense. They should be encouraged to share their concerns with their well-wishers.

- **Developmental time**

  It being the phase of general psychological disturbance, the children need proper guidance and counselling.

As a result of rapid hormonal changes, children tend to get recognition to their own identify. More caring attitude of elders is required to manage the situation. Often, the teachers encounter unruly situations with students showing disinterest in studies. Imitating the celebrities, some students dress up like stars. Being under the spell of Cupid, zeroes pose to be heroes of the silver screen. They spoil the fair names of friends doctoring their images misusing the technology and airing them to friends. Following factual details throw light on the interests of students:


- No dress code, French kids protest ban on skimpy outfits. We do not want to feel like we are in a prison. TOI, December 26, 2009.

- The ‘Shaktiman’ and ‘Pepsi-cola’ stunts have made some physically unfit.
In short, students tend to avail:

- Freedom – to do things according to their whims and fancies, freedom of rising/sleeping/moving at will.
- Pocket money for buying and using the things they like.
- Facilities – dress – not the school dress but fashionable dress, means of conveyance, communication and entertainment.
- Exemption from studies.
- Unrestricted freedom to speak anything to anybody.

**Things which the students detest the most these days is any restriction on their freedom.**

**The real situations as illustrated above require unfailing efforts on the part of all wishers of children. Illustrations from real life may yield desired results.**

Against the above background, it is also true there are certain things which are beyond the control of the managers of educational affairs. The rush of students in classroom is much in excess of the prescribed teacher-student ratio norm and beyond the seating capacity of the room. Education policies in force are geared towards increasing enrolment in schools, restricting the rule of the rod and awarding students promotion to the next standard based on continuous evaluation. Guaranteed promotion to the next class is one of the reasons of growing indiscipline among students.
It will be an act of cowardice and self-deception belying own competences if teachers avert their eyes from ground realities. Challenges make life worth-living. **When will the dream of 1964-66 Commission that ‘the destiny of India is being shaped in her classrooms’ come true?** In the last century, Indians were the subjects of the British. The Indian freedom fighters won laurels for the work they did to their country and countrymen. Had it been possible without bold steps? Surely not. They caution future rulers of the nation to understand that future is theirs. They have to improve the conditions further in keeping with the need of the hour.

When the above song was composed, the researcher and most other teachers of today had been children. If the freedom fighters and lyricist could expect the then children to face storms boldly, can it not be done by them now after gaining maturity? The researcher feels that it can be done with concerted efforts. Let us attempt to follow the lifestyle of caring and sharing our concerns with our colleagues and students. Each one of us is required to be on his guard lest some misfortune should befall us again. Our journey is still miles long. We have to force our way through the odds. **It is with the purpose of infusing confidence and enthusiasm in students that this study has been taken up.**
Education should be such that it may contribute to the establishment of peace and harmony between the two most important constituents – teachers and students of teaching-learning environment. Sweet relations between the two would impart enjoyable, endurable, rich and healthy experiences leading to the overall development of students. It would impress upon students to change disorder into order.

**What is peace needed for, in general?**

The answer to this question is –for an orderly living free from any type of concern, worries, problems, stress, conflicts and tensions. Peace is of vital importance for all of us. Let us look for answers to the following questions:

What type of atmosphere do we like to have –

- when we want to take rest?
- when we want to sleep?
  - when we want to read a book?
- when we want to contemplate?
  - when we want to enjoy some sweet song or music?
- when we want to listen to the speech of someone?
  - when we want to deliver a speech?
- when we want to learn something?
  - when we want to teach/guide/counsel others?
- When we want to do any other important job?
The only answer the above questions is ‘Peaceful Atmosphere’. This answer forms the ground for promotion of a healthy environment in schools. It also calls for inclusion of all those activities in schools’ which teach students to create lovely and lively environment in class, shunning all types of violence – physical, verbal and gestural. Proper planning followed by its implementation is essential for realization of the objectives set in advance. To be more specific, to develop in students life skills, a host of finer values and the ability to take just and prompt decisions to safeguard their own interest and the general order is the ‘PURPOSE OF THIS STUDY’.

Education refers to the process whereby an attempt is made to bring about desired behavioural modifications in students with a view to meet the commitment of quality education.

This study is selected with a view to impress upon the management/ authorities running schools to provide the basic amenities to children and strive for developing harmonious relations with different entities parents, guardians and the society. For this, the researcher would discuss the aspects of planning the strategies for the year to keep the institution on the regular track of progress by monitoring the teaching-learning process on day to day basis. Such an approach would add to strengths and popularity of school and make it known for its following features:

- Magnetism
Spacious and well-furnished cross-ventilated rooms with proper visibility conditions.

- Peaceful environment
- Hygienic aspects
- Students’ interest in a variety of activities
  - Improvement in goodwill
- Commendable performance by students
  - Expansion plan for bringing courses/streams
- Adequate arrangements of basic facilities –drinking water, toilets and bathrooms.
  - Provision of adequate teaching-learning aids
- Games and Sports events
  - Good playground
- Well qualified teachers
  - Celebration of important days/events with full enthusiasm.
- Mounting of showcases to display the pictures/scenery of various types –displaying the pictures and sketches of national leaders and renowned personalities drawn and painted by students, pictures of student-artists who give the best presentation/ performance in various programmes –curricular, co-curricular, extra-curricular and competitive activities of various types.
- Welfare schemes and activities for teachers and other staff members.
  Such things will keep their morale high and inspire them to execute their duties and responsibilities with full devotion.
Awareness to keep pace with the changing time. It is the time of Science and Technology. So the institution should arrange for science and technology kits to maintain students’ interests in school activities. Students should be taught how to use the technology.

- Occasional field trips and educational tours to give students exposure to the world beyond the boundary walls of the campus and to eliminate the monotony of the routine work.

  Inter-school competitions. It promotes the spirit of togetherness. Students learn how to mingle with students representing other institutions.

- Address of special invitees and eminent educationists to gain new experiences.

  Promotion of the work culture of motivating and preparing students for outstanding performance in different fields.

- Adequate arrangement of technicians to take care of machinery break downs.

- Welcome suggestions from parents and other institutions for further improvement in the system.

Provision of the above amenities and work culture will be helpful in turning the school environment into a lovely and lively one, composed of a variety of finer values – truth, honesty, love, beauty, non-violence, civic sense, compassion, co-operation, various values (social, human,
ethical, moral, cultural), tolerance, environment-friendliness, self-sacrificing nature, respect for constitutional values, character, joyfulness and dutifulness and the strength to assess the situation patiently.

STATEMENT OF THE PROBLEM

A Study into the Effectiveness of Peace Education in Controlling the Violent and Repulsive Ways of Students for Higher Academic Achievements

This study concerns grooming students to a variety of peace values with the purpose of infusing into them the sense to think logically as to what is right and what is wrong. It has the strength to save students from getting into the mire of repulsive and violent ways by generating their interest in scholarly pursuits.

Terms used in the Statement of the Problem

- **A Study**

  A study means deliberate, planned and careful reading, observation or examination of some phenomenon of life. This study is devoted to the activities of teaching-learning field.

- **Effectiveness**

  Effectiveness means the quality, suitability or potential strength of something for yielding the intended results. This study would test the potential strength of Peace Education – rather its constituent
elements such as truth, love, non-violence, affection, tolerance, honesty, sense of beauty etc. in controlling the violent and repulsive ways of students.

○ Peace

‘Peace’ is known by different names in different languages, for example – ‘Shanti’ in Sanskrit and Hindi, Salam in Arabic, ‘Pax’ in Latin. Moreover, it is differently interpreted in different disciplines, such as an artist finds it in the perfection of his art while an economist may say that equal distribution of national wealth can contribute to it and a democrat talks of democratic ways to promote peace. It has the following characteristic features:

○ Absence of conflict and violence.

A state of harmony and brotherhood between people and with nature.

○ As the absence of result of dissolution of intra-psychological conflicts.

○ As a state of inner harmony i.e. harmony of thoughts, passions and feelings.

However, absence of war or problems need not necessarily give an impression of peace. Lin Yutang says that peace in international affairs is a period of cheating between two periods of fighting.
**Peace** is ‘condition of mutual confidence, harmony of purpose and co-ordination of activities in which the incentives to war are neutralized by the human and spiritual advances created and achieved.’

**Peace Education** ‘teaches love, compassion, trust, fairness, cooperation and reverence for the human family and all life on our beautiful planet…Peace building is the task of every human being and the challenge of the human family’

The *Evening News of India, Bombay* writes, “An artist’s mission of peace can be seen in the novel and unusual work of art of V Balu.”

Peace is the state of life in which individuals share their views on vital and important issues; they care for comforts of their fellow beings and make a resolve to make collective efforts for utilization of boons of science and technology for peaceful purposes, reduction of arms, promotion of the spirit of peaceful coexistence between countries and ensuring the sovereignty and territorial integrity of nations.

- **Education**

  The term ‘Education’ refers to the act of deliverance of some information or knowledge to students by the teacher, followed by a detailed explanation using different methods, strategies techniques and tactics for the sake of proper understanding of the topic under

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19 Archibald MacLeish, UNESCO, Culture of Peace and South East Asia, p4.
21 Shanti Peace Collages by V Balu (a painter of peace and harmony).
discussion. The word ‘education’ owes its origin to the following sources:

Educare meaning ‘to raise’, ‘to nourish’ and ‘to bring up’.

Educere meaning to draw out.

Thus education means drawing out and leading out something from within the individual by bringing him up, nourishing, raising and training. Synthesizing the views of various Indian and Western thinkers, philosophers and educationists, it can be said that education is the process whereby desired behavioural changes are brought about in the attitudes of learners.

- **Controlling**

This study has taken the term ‘controlling’ in the sense of harmonizing and tuning specific styles of students conforming to prescribed norms. It also connotes disciplining, grooming, and regulating the mindsets of students through the ways of peace so that their actions may be geared towards constructive works.

- **Violent**

In this study the term ‘violent’ refers to intentional acts for hurting the feelings, emotions and sentiments of others by using harsh or
insulting language. It also connotes causing physical injury, mental worries or tensions to others in a variety of ways.

○ **Repulsive**

In this study the term ‘repulsive’ means the act of bouncing back or throwing back the good advice or suggestions of teachers and elders.

○ **Ways**

In this study the term ‘ways’ means the acts, methods and styles of doing something. It has been used in combination with uncalled for actions of students which induce them to show ‘violence’, ‘aggression’, ‘repulsion’, ‘indiscipline’, ‘cause disruption in class by making a noise, crying, hooting etc.’ which work against their own interests.

○ **Higher**

In this study the term ‘higher’ refers to rising trend in students’ scores or better performance or results of an improved order/degree concerning a variety of curricular, co-curricular, extra-curricular activities for their bright future.

○ **Academic**

In this study the term ‘academic’ means scholarly i.e. related to a variety of activities taken up by students in the teaching-learning field (school) all the year round.
Achievements

In this study, the term achievements means gains, benefits, or promotions of students on the basis of marks, grades, qualities and traits of an improved order, which win for them the appreciation of their teachers, parents and also the society at large.

The teachers, being duty-conscious, devoted to their profession and the practitioners of peace values, may lead students to the ways of peace. The Taittirya Upanishad tells that the teachers should exhort pupils from the very beginning to be conscious about their conduct:

“Let your conduct be marked by right action, including study and teaching of the scriptures; by truthfulness in word, deed and thought, by self-denial and the practice of austerity; by poise and self control; by performance of the very duties of life with a cheerful heart and attached mind…Speak the truth. Do your duty. Do not neglect the study…”

notions of caste, colour, creed or religion; he has the magnetism to draw the attention of people; his words cast a spell on his followers; he assumes oneness with them being heartily, emotionally, intellectually and culturally attached to them. He can contribute to the promotion of peace.

STATEMENT OF AIMS AND OBJECTIVES

Students have fallen prey to violent and repulsive ways which can be controlled and done away with by imparting Peace Education leading to higher academic achievements.

The Aims of this Study

This study is geared towards inculcating in students healthy habits, life styles and noble ideals of truth, justice, kindness, mercy, friendship, generosity, equanimity and righteousness. These values have the strength of imparting them wisdom to realize the objectives as listed below:

The Objectives of this Study
Incorporating the key-points of the foregone discussion and broad guidelines as given in various peace education sources, this study is geared towards motivating students to realize the following objectives:

- Promotion of Literacy;
- Development of understanding one’s own strength;
  - Sense for valuing all life forms;
- Imbibing Constitutional values;
  - Elimination of conflicts through dialogues;
- Revival of good practices of the past;
  - Appreciation in all sincerity the deeds of young brave hearts;
- Remembering Martyrs;
  - Promotion of culture of caring and sharing;
- Efforts for peaceful and cohesive society;
  - Rule of law and justice;
- Inculcation of core values;
  - Promotion of culture of peace;
- Honouring human rights;
  - Imparting human values;
- Climate for sustainable development;
  - Saying goodbye to aggression and violence in schools;
- Learning to live together;
  - Perception of global co-operation and peaceful co-existence;
- Renouncing minor interests for major good; and
• Competence for proper assessment of the situation.

COMPREHENSIVE ACTION PLAN FOR PEACE EDUCATION:

To realize the above objectives, the following activities would be undertaken to teach students to be at peace and maintain sweet relations with fellow beings for multifaceted progress, prosperity, satisfaction and peace of mind:

1) **Physical training** (for healthy body, healthy mind) to students to keep them physically fit and to warm up them for important activities to be performed during the day;

2) **Prayers** with the spirit of sarva dharam sambhava;

3) **Patriotic, devotional and cultural songs**;

4) **Moral teaching** by the Principal, teachers and students;

5) **Observing days of national, religious, historical and cultural importance** such as 15th August, 26th January, 2nd October, Holi, Rakshabandhan, Dussehra, Diwali, Id, Shri Gurunanak Dev Birthday, Christmas, Teachers’ Day, Children’s Day, Mother’s Day and Father’s Day, Environment Day and any other day worth-celebrating. Following points should be kept in mind:

   o The programme session is not unusually long as otherwise the very purpose of the event is defeated.
Events should be observed with the spirit of togetherness and enthusiasm. High performers have to be suitably rewarded. Verbal appreciation should never be missed. The shy and non-performers should be encouraged to give some programmes in their mother tongue, religion or culture so that they may give up their hesitation.

6) **Inter-class and inter-school debates, essay, arts and crafts competitions** should be organized to give students exposure in the art of working and adjusting with other students.

7) **Games and Sports/Tournaments at different levels** – local, inter-school, zonal, inter-state, national and international events help students learn the significance of playing with the spirit of sportsman, having no malice against fellow-players. Fair and critical appreciation of the shows and shots of outstanding players boosts the morale of players. Players as well as viewers eagerly wait for such events.

8) **Peace Rallies** are held with the specific purpose of conveying the message of living in harmony with others, with no place for selfish ends and motives. The state of disharmony is eliminated by removing unhealthy rivalry and/or antagonism. Efforts of all individuals are directed towards prosperity and happiness all around.
9) **Charity shows** too are organized with the spirit of doing something useful for those who need the help and attention of their fellow brothers for making progress. The artists donate their earnings to the institutions organizing such shows so that something meaningful can be done for the welfare of the needy.

10) **Social and Cultural programmes** on different occasions highlight the salient features of our social and cultural values. Society safeguards the interest of children so that they may learn to preserve their cultural values. The children learn to value the social and cultural norms to maintain an atmosphere of peace and harmony in society. Social and cultural norms have their impact on the character of children.

11) **Meets for disarmament and peace** –Institutions like League of Nations, N.A.T.O., U.N.O., UNESCO, UNICEF, I.L.O., International Court of Justice, W.H.O., Red-Cross, World Bank and N.A.M. etc. have come up to ameliorate the conditions of people. U.N.O., in spite of rivalries of dominance among superpowers and undercurrent of the cold war, has stood the test of time in averting any World War after the **Second World War**. The role of above institutions would be discussed.

12) **Education for life** –various national and international educational institutions have been involved in imparting education for life. By virtue of having mind, man is unique creation of God. It is, therefore, necessary for man to absorb a
variety of values to live this life happily in the company of fellow brothers.

13) **Fairs of Various Types**—fairs of various types boost the spirit of togetherness among people. People discuss the issues of mutual interests and help in establishing an atmosphere of peace.

14) **Community programmes** such as sanitation and vaccination drives, public awareness on the importance of education, small savings and a variety of safety measures are organized for the sake of people.

15) **Programmes of various clubs, local and international institutions** such as community clubs, societies, Lion’s Club, Lioness’ Club, and Rotary Club etc. organize various types of camps such as Blood Donation Camps and free Eye Check-up various types of health check-ups. They also distribute items like hearing aids, spectacles, walking machines and sewing machines etc. free. By such type of selfless service to the humanity, they breed the spirit of care and cooperation among the public and thus contribute their efforts in establishing peace.

**Peace Education** is the need of the hour and in our educational pursuits this should be the touchstone of every subject which the teachers teach in the class. Can there be proper teaching if peace does not exist in the classroom? Certainly not. The peace measures inside the classroom will create the climate for imparting students rich learning experiences.
Hypothesis of the Study

Hypothesis suggests the tentative solution to the problem or the likely relationship between the dependent and independent variables. These are tested analyzing the research data for either acceptance or rejection depending upon inferences related to the study. –A Handbook on Educational Research, NCTE, 1999, p.38.

The present study sets two hypotheses –1) Null Hypothesis $H_0$ and 2) Alternative Hypothesis $H_1$ (Research Hypothesis) to infer on the significance of the study on the basis of students’ performance in two tests in ‘Civic Sense’ and ‘Mathematics’. The first test covers the course contents already taught in the traditional way and the second test pertains to teaching of the course contents through the ways of peace. The marks obtained by students are given statistical treatment to compute means, standard deviations, correlation, mean differences, standard deviations of differences and ‘t’ value, followed by inference on the significance of difference between the I and II test scores. The inference would also throw light on the effectiveness of this study.

The two Hypotheses read as under:

$H_0$: There will not be any significant difference between marks obtained by students in the two tests in Civic Sense.

$H_1$: There will be significant difference between marks obtained by students in the two tests in Civic Sense.
H₀: There will not be any significant difference between marks obtained by students in the two tests in Mathematics.

H₁: There will be significant difference between marks obtained by students in the two tests in Mathematics.

The above hypotheses will be applicable for all schools for making inferences on the significance of marks obtained by students in the two tests on the basis of comparison of computed ‘t’ value with its Table Value for N-1 d.f. at 0.01 or 0.05 level of significance. The difference being significant (If computed ‘t’ is greater than the Table Value of ‘t’), H₀ is rejected and H₁ will be accepted. If there is no significant difference (If computed ‘t’ is smaller than its Table Value), H₀ is accepted and H₁ will be rejected. The analysis and inferences would throw light on the effectiveness of the tools, methods, techniques and strategies of the present study.

Tools of the Present Study

The third Chapter of this study discusses analysis of the data (Marks in I & II tests in two subjects as stated above) for computation of means, standard deviations, correlations, mean differences, standard deviations of differences and ‘t’ values. This chapter also spells out the various formulae used to compute various values for the purpose of inference as to the effectiveness of this study.

Delimitation of The Study
This study delimits its scope by defining the researcher’s working area. It covers the population of students in and around Modinagar only, including the schools at the two boundaries of Mohiuddinpur and Muradnagar. The sample size is 150 students of class VIII of different schools of 14 years age group.

Significance of the Present Study

The school environment needs to be healthy for overall development of students. The present study has been taken up primarily with the objective of eliminating the tendencies of violence in students by grooming them to peace values which are very essential for life – life not merely of human beings but also that of all life-forms. It has the key to maintain order in all spheres of life. The study would impart good qualities to students. The significance of this study would be clear from the following points:

- It would teach students humility and the art of winning over first one’s egos and then the heart of others.

- It would develop in students’ the understanding about the necessity of living in harmony with others with no discrimination on the basis of caste, creed, religion, position and so on. Living in harmony with others students’ would really feel the bliss of the culture of caring for each other and sharing their joys as well as sorrows.
Discussion on the exemplary deeds of ‘young brave hearts’ would generate students’ interest for doing similar things. They would be encouraged to share their experiences on the related themes. They would move towards school joyfully:

(Figure 1)*  
(Figure 2)*  
(Children going to school hand in hand and happily)

○ It would inspire students to think in advance on the propriety of their actions.
  It would teach students the proper management of time and their vital energies to avail of the opportunities for a bright career.


○ It would contribute in the development of healthy environment for promotion of the spirit of peace and total satisfaction.
It would teach students to manage conflicts and show them the way to solve their day to day problems.

- It would impress upon students that they are the fountain source of peace, happiness and joy. The satisfaction one gets after assuming parent-ship and guardian-ship of children cannot be expressed in words. A look at the clips given below would make it clear that it is blissful to be in the company of children. Pt. Nehru, the first Prime Minister of independent India liked the company of children. His birthday 14th November is celebrated as Children’s Day in India.

(Figure 3)*

Pt. Nehru in Hilarious Mood with School Children

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Courtesy: Nehru for Children (Front-cover), Children Book Trust, New Delhi.
Dr. Radhakrishnan, the great philosopher and educationist who has even graced the office of The President of India is seen in the following picture with Pt. Jawaharlal Nehru and children:

(Figure 4)*
Pt. Nehru and Dr. Radhakrishnan feasting with Children

(Figure 5)*
Meera Mahadevan Taking Care of Children of Working Mothers

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Courtesy: Nehru for Children (Back-cover), Children Book Trust, New Delhi.
It would make students realize that empowering women means educating and empowering every member of the family and the nation. वर्तमान में भारत की प्रथम नागरिक के पद घोषित कर रही सुश्री मायावती जी, उत्तर प्रदेश के मुख्य-मन्त्री पद को सुधार पर सुषमा स्वर्णाची जी, दिल्ली के मुख्य-मन्त्री पद को सुधार कर रही शिला दीक्षित जी, दक्षिण भारतीय राज्य तमिलनाडु के मुख्य-मन्त्री पद को सुधार कर रही जयललिता जी और पश्चिमी बंगाल के मुख्य-मन्त्री पद को सुधार कर रही सुश्री ममता बनर्जी जी भारतीयों की नारी में अटूट श्रद्धा और विश्वास की प्रतिक हैं। भारतीय धर्म-शास्त्र भी लिखते हैं :-

यत्र नार्येषु पूज्यते समन्ते तत्र देवता।

(Figure 6)* (P.D., MIB, GOI, Ed.2000).
- It would impress upon students to be dutiful and hard-working. They would understand the dignity of labour. They would contribute their share in the development of the nation. They would sing with delight:

आओ मेहनत को अपना ईमान बनाएं,
अपने हाथों से अपना महावान बनाएं।

(Figure 7) *

It would generate students’ interest in preserving the outstanding features of their own culture. Those of foreign cultures can also be mingled into the features of national culture if they do not do any harm to it.

Healthy system, life-styles, interests, fair competitive spirit, the habit of advance-planning followed by prompt actions, monitoring the process for timely corrective action would enable them establish themselves in the field of their choice. Their actions would reflect the imprint of evergreen virtues and noble ideals in their personality.

- It would channelize students’ vital energy in the right direction. The concerns and problems pertaining to the phase of adolescence period, emotional and psychic disturbances, and libidinous urges would be attended to through the ways of peace. It would put a check on the loss in the form of negative energy and rid students of a variety of concerns and problems. The exposure to the domain of peace would make students vibrant with the spirit of cherishing positive ideas. They would apply their energies in doing constructive acts. Thus its merits are manifold.

The various value based variables which harmonize thoughts and constitute peace are worth imbibing into one’s being. The study
would expose students to various elements of peace education as reflected in the following figure:

(Figure 9)

Exposure to the various values as reflected in the above figure, would make them feel, ‘Inner Peace’, followed by ‘Social Peace’, ‘Peace
with Nature’ and finally ‘Total Peace’ as shown in the following figure:

(Figure 10)

Thus the study would inculcate in students positive values. They would learn to sit and interact together, resolve their day to day problems, differences or conflicts by mutual discussion and understanding.

The above discussion and action plan is not exhaustive. It would be further reinforced with the valuable suggestions given in the research works preceding this study. Hence the next chapter is devoted to the study of the related literature.