

STATUS OF PEACE EDUCATION IN THE ELEMENTARY SCHOOL CURRICULUM

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Abstract: Peace education or Education for Peace has generated a great deal of interest in the recent times. It has an immediate relevance in the present society which is full of conflicts and violence both at the national and international level. This conflicts and violence have not only affected the adults but children are also equally affected. We all know that in order to have children's physical, social, moral, intellectual, and aesthetic development peace is very essential. Though the common perception of the term 'Peace' is absence of war, it actually has multiple meanings and is multi-dimensional. Peace does not mean an absence of war or conflict alone. It has something to do with the mind and attitude of people. In the deepest sense, peace is a sense of goodwill towards others, wishing them the best in life. The present society is the most unrest society marked by unprecedented violence, locally, nationally and globally. The newspapers and the television channels everyday carry news of violence and crime at different levels of the society. Even the educational institutions are not free from violence. It has, thus, become important now to develop in the minds of the students the values and skills that will lead them to a climate of peace and progress and the school curriculum is the most appropriate forum for inculcating the notion of peace. Text books are the main instruments of developing peace education amongst students. Therefore, it is important to review and examine the existing textbooks properly from peace perspective and then it should be seen where peace, justice, human rights and other peace values can be infused through the textbooks. Thus, this paper, through content analysis of textbooks have made an attempt to find out whether the elementary school curriculum has included any elements of peace education or peace values.

Index Terms- Peace, Peace Education, Curriculum

1. Introduction:

The National Curriculum Framework (NCF) 2005 has identified certain important concepts and issues of national concern that requires to be included in the school curriculum. Among them, one such concept that requires immediate attention by the curriculum framers is Peace Education. Peace education or Education for Peace has generated a great deal of interest in the recent times. It has an immediate relevance in the present society which is full of conflicts and violence both at the national and international level. This conflict and violence have not only affected the adults but children are also equally affected. We all know that in order to have children's physical, social, moral, intellectual, and aesthetic development peace is very essential. It is, therefore, very important to inculcate peace in the minds of children right from the formative period through different subjects of the curriculum. Though the common perception of the term 'Peace' is absence of war, it actually has multiple meanings and is multi-dimensional. The dictionary meaning of peace is "A State of Quiet, Freedom from Contention, Ease of Mind or Conscience, Tranquility, Quiet, Stillness and Silence". The meaning is quite comprehensive and each of the individual meanings given deserves detailed discussion and explanation. Peace does not mean an absence of war or conflict alone. It has something to do with the mind and attitude of people. In the deepest sense, peace is a sense of goodwill towards others, wishing them the best in life. There is love and concern for others, not only as human beings, but as brothers and sisters whose happiness and welfare directly affects a person. Thus, peace is a dynamic concept because it is related to human beings who have recurrent needs, which are contextual, full of variety and urgency.

2. Need and significance:

The present society is the most unrest society marked by unprecedented violence, locally, nationally and globally. The newspapers and the television channels everyday carry different news of violence and crime at different levels of the society. Even the educational institutions are not free from violence. Everyday there are news of children being kidnapped, sexually abused and brutally killed. It is a matter of serious concern that schools which are supposed to be nurseries of peace are slowly becoming transmission points of violence. Thus, it has become important now to develop in the minds of the students the values and skills that will lead them to a climate of peace and progress and the school curriculum is the most appropriate forum for this. Though the school curriculum has included moral education or value education since decades it is not enough for developing the culture of peace. Instead of this, instilling different peace values in the minds of the students through peace education would be more appropriate. Peace implies a capacity to live in harmony. In order to develop this capacity there cannot be a better idea than integrating peace education in the school curriculum. Text books are the main instruments of developing peace education amongst students. Textbooks have to be written very carefully as it conveys attitudes and values explicitly and implicitly. Ideally textbook writing should take into account the larger context in which personality development of child takes place. Students should be made aware of the serious issues regarding

environmental destruction, population growth, moral decline of the society, cultural diversities, socio-economic inequalities, exploitations, discriminations and prejudices based on caste, creed and gender prevalent in the society. Not only this, lessons designed in the textbooks must highlight the current issues, problems, conflicts and conflict resolutions and peace efforts of the past and present. Therefore, it is important to review and examine the existing textbooks properly from peace perspective and then it should be seen where peace, justice, human rights and other peace values can be infused through the textbooks.

Thus, this paper, through content analysis of the textbook have made an attempt to find out whether the elementary school curriculum has included any elements of peace education or peace values.

3. Content Analysis- Meaning and definition:

Content analysis is concerned with the classification, organisation and comparison of the content of document or communication. According to Berelson "Content analysis is a research technique for the objective, systematic and quantitative description of the manifest content of communication. Cartwright uses the terms "content analysis" and "coding" interchangeably as both the processes involve objective, systematic and quantitative description of any symbolic behaviour. Since content analysis is concerned with the classification, evaluation and comparison of the content of communication of document, it is sometimes referred to as "documentary activity" or "information analysis". The communication may be in the form of responses to open ended questionnaire, conversation as a result of interview, or description of an observed activity. It may also be in the form of official records, such as census, birth, accident, crime, school, institutional and personal records, judicial decisions, law, budget and financial records, cumulative records, course of study, content of textbooks, reference works, newspapers periodicals or journals, prospectus of various institutions and universities etc., direct quotations and notes of an interview.

4. Delimitation:

The study is delimited to the schools under the Secondary Education Board of Assam and Central Board of Secondary Education.

5. Objectives

1. To study the frequency of content of peace education in different textbooks of elementary level
2. To make a comparative analysis of the textbooks of SEBA and CBSE

6. Research Methodology:

The study is conducted by following Descriptive research method.

7. Sample:

The purposive sampling method has been used while selecting the sample. The textbooks of class VII and class VIII of both CBSE and SEBA were taken as sample. Altogether a total of 26 text books of English, Hindi, Assamese, Social Studies and Environmental studies were taken as sample of the study. The sample covered the textbooks of the academic year of 2016-2017.

8. Analysis and Interpretation:

8.1. Categories of analysis:

Though there are many elements of peace education present study has undertaken only the following elements as the categories of analysis –

Peace
 Value Education
 Life of Great man and woman
 War and its effects
 National and international understanding
 Love and compassion
 Human rights
 Environmental education
 Nonviolence
 patriotism

Analysis of the data is presented in the following tables. The tables shows frequencies and percentage of content of peace education present in different text books of both CBSE and SEBA

Table 1: English

Content/Elements	Total Unit	Frequencies of the content present			Percentage of content present		
		CBSE	SEBA	Total	CBSE	SEBA	Total
Peace	84+40 124	7	6	13	8.33%	15%	10.48%
Value education		10	12	22	11.90%	30%	17.74%
Life of great man		3	2	5	3.57%	5%	4.03%
War & its effects		1	2	3	1.19%	5%	2.42%
National & international Understanding		1	Nil	1	1.19%	Nil	0.81%
Love & Compassion		13	3	16	15.48%	7.50%	12.90%
Human Rights		Nil	2	2	Nil	5%	1.61%
Environmental Education		3	Nil	3	3.57%	Nil	2.42%
Nonviolence		3	1	4	3.57%	2.50%	3.23%
Patriotism		1	Nil	1	1.19%	Nil	0.81%

Observation: The Table 1 reflects the presence of content on peace education in the text book of English literature of both CBSE and SEBA board. Analysis of the content reveals that though peace education specifically is not present in any of the unit contents related to peace education is present in some of the units of both CBSE and SEBA curriculum

Table-2: Social Studies

Content/Elements	Total Unit	Frequencies of the content present			Percentages of content present		
		CBSE	SEBA	Total	CBSE	SEBA	Total
Peace	42+49 91	Nil	Nil	Nil	Nil	Nil	Nil
Value Education		1	Nil	1	2.38%	Nil	2.38%
Life of Great man		2	1	3	4.76%	2.04%	3.30%
War and Its Effects		2	Nil	2	4.76%	Nil	2.20%
National and International Understanding		2	Nil	2	4.76%	Nil	2.20%
Love and Compassion		Nil	Nil	Nil	Nil	Nil	Nil
Human Rights		9	8	17	21.43%	16.33%	18.68%
Environmental Education		6	4	10	14.29%	8.16%	10.995
Nonviolence		Nil	2	2	Nil	4.08%	2.20%
Patriotism		Nil	Nil	Nil	Nil	Nil	Nil

Observation: Analysis of the different textbooks of social studies of both CBSE and SEBA reveals the fact that the textbooks do not contain much elements of peace education. From the above table it can be observed that content of peace, love and compassion and patriotism is nil in both CBSE and SEBA course of social studies.

Table 3: Environmental Studies

Content/Elements	Total Unit	Frequencies of the content present			Percentages of content present		
		CBSE	SEBA	Total	CBSE	SEBA	Total
Peace	Total Unit 16+5=21	Nil	Nil	Nil	Nil	Nil	Nil
Value Education		1	Nil	1	6.25%	Nil	4.76%
Life of Great man		Nil	Nil	Nil	Nil	Nil	Nil
War and Its Effects		Nil	Nil	Nil	Nil	Nil	Nil
National and International Understanding		Nil	Nil	Nil	Nil	Nil	Nil
Love and compassion		Nil	Nil	Nil	Nil	Nil	Nil
Human Rights		Nil	Nil	Nil	Nil	Nil	Nil
Environmental Education		14	3	17	87.50%	60%	80.95%
Nonviolence		Nil	Nil	Nil	Nil	Nil	Nil
Patriotism		Nil	Nil	Nil	Nil	Nil	Nil

Observation: From the table it can be observed that the environmental textbooks of both CBSE and SEBA contains only one element of peace education, i.e, Environmental Education.

Table 4: Hindi

Content/Elements	Total Unit	Frequencies of content present			Percentage of content on Peace Education present		
		CBSE	SEBA	Total	CBSE	SEBA	Total
Peace	51+31 82	2	Nil	2	3.92%	6.45%	2.44%
Value Education		17	8	25	33.33%	25.81%	30.49%
Life of Great man		3	2	5	5.88%	6.54%	6.10%
War and Its Effects		2	Nil	2	3.92%	Nil	2.44%
National and International Understanding		Nil	1	1	Nil	3.23	1.23%
Love and Compassion		6	6	12	11.76%	19.35%	14.63%
Human Rights		Nil	Nil	Nil	Nil	Nil	Nil
Environmental Education		Nil	1	1	Nil	3.23%	1.23%
Nonviolence		1	1	2	1.96%	3.23%	2.44%
Patriotism		3	2	5	5.88%	6.45%	6.10%

Observation: From table 4 it can be observed that some amount of elements of peace education is present in the Hindi curriculum of both CBSE and SEBA. From the analysis of the content it can be observed that some amount of elements of peace education is present in the Hindi curriculum of both CBSE and SEBA. It can also be observed that value education is found to be present in most of the units of both CBSE and SEBA with a total percentage of 30.49%.

Table-5: Assamese (MIL)

Content/Elements	Total Unit	Frequencies of the content present			Percentages of content present		
		CBSE	SEBA	Total	CBSE	SEBA	Total
Peace	47+15 62	2	1	3	4.26%	6.67%	4.84%
Value Education		7	2	9	14.89%	13.33%	14.52%
Life of Great man		1	1	2	2.13	6.67%	3.23%
War and Its Effects		1	Nil	1	2.13%	Nil	1.61%
National and International Understanding		1	Nil	1	2.13%	Nil	1.61%
Love and Compassion		2	Nil	2	4.26%	Nil	3.23%
Human Rights		Nil	Nil	Nil	Nil	Nil	Nil
Environmental Education		1	Nil	1	2.13%	Nil	1.61%
Nonviolence		Nil	Nil	Nil	Nil	Nil	Nil
Patriotism		4	Nil	04	8.51%	Nil	6.45%

Observation: Table 5 reflects the frequencies of content of peace education present in the Assamese (MIL) textbooks of both CBSE and SEBA. The table reveals that very little amount of content on peace education is present in the Assamese textbooks.

9. Findings:

- From the analysis of the content of English Textbook of both CBSE and SEBA it has been found that very little contents of peace education is present in the English curriculum. 17.74% of the contents are found to have value education which is found to be the highest percentage.
- It has also been found that SEBA English textbooks contain higher percentages of peace, value education, life of great man, war and its effects and human rights awareness whereas the percentages of contents such as national and international understanding, love and compassion, environmental education, nonviolence and patriotism is found to be high in CBSE textbooks.
- Another finding is that social studies curriculum of both CBSE and SEBA contains very little contents on peace education. Content on peace, love and compassion and patriotism is found to be nil in both the CBSE and SEBA textbooks.
- It has also been found that human rights awareness and environmental education is given more importance as compared to other contents in both CBSE and SEBA textbooks of social studies.
- Another significant finding is that the social studies textbooks of CBSE contain more contents on peace education as compared to SEBA textbooks.
- From the content analysis of the Environmental Education of both CBSE and SEBA, it has been found that a total of 80.95% of the contents have the element of environmental education only. However the CBSE textbook is found to be containing 6.25% value education. All other elements are found to be nil in both CBSE and SEBA textbooks of Environmental Education.
- A very significant finding is that the literature subjects such as Hindi, English and Assamese all contains more value based contents whereas subjects like social studies (includes History, Geography, Civics and Environmental Education) contains more content on human rights awareness and environmental education.

10. Conclusion:

The present study finds that though not directly, some amount of peace education is imparted to the students through scholastic and co-scholastic activities at the elementary level. Content analysis of the text books of elementary level reveals that though peace education is not given due importance in the curriculum a few elements of peace education have been included in different lessons of the school subjects. It is a well known fact that school alone cannot take the full responsibility of developing peace unless co-operation is received from the parents, community and the society as a whole. This study also finds that parents also have a great influence in developing peace amongst children. Therefore it is felt that a deliberate combine effort of the school, family and the society can do a great deal in bringing peace to the society and the world.

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