

NATIONAL MEET OF RESEARCHERS IN EDUCATION 27TH TO 1ST MARCH 2011

PEACE EDUCATION IN THE TEACHING LEARNING PROCESS OF STANDARD IX CLASS OF BARODA CITY.

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INTRODUCTION

The face of the world has been changing over the millions of years of evolution. Some of them through nature and some through human intervention or interference. Scientists all over the world agree that our world is very fragile. Man in his greed has over- exploited the available resources and this has led to imbalances on the earth's surface. Not only that, they fight amongst themselves for possessing the available resources. In this context, the very earth becomes susceptible to destructive powers of man. Unless man learns to live in peace with others and his environment it will become an impossible task to sustain this life giving earth. The sustenance that man gets from the earth has given him the chance to evolve as a higher being. If he lets the world **BE** then he can go higher up in this journey of evolution otherwise, nothing will be left of this world. The world may be brought to an end by conflicts, wars, riots and inter group violence. War decides not who is right but who is left (left out). As someone said the fourth world war may have to be fought with sticks and clubs because even guns and bullets could have been destroyed.

There are many types of conflicts in the world. Jacques Delors in the report titled "Learning : The Treasure Within"(1996) discusses seven types of tension that characterize the modern society .These are the tension between the global and the local, the universal and the individual, the traditional and the modern, the long term and the short term considerations, the need for competition on one hand and the concern of equality of opportunity on the other , the extraordinary expansion of knowledge and human being's capacity to assimilate it and between the spiritual and the material."

Not only that, there are people with inner conflicts too. It is men with mental conflicts and dissatisfactions who become mongers of war. It is rightly said 'it is in the mind of men that war starts'. They bring about conflicts and violence in the peaceful society. The ill effect of it is that they decay the quality of life. "Conflicts dissipate our collective energy and destroy the framework for a better quality of life, even when the material resources for it are available". (NCERT, 2006)

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Therefore there is an urgent need to create a culture of non violence and tolerance in all walks of life and thus creating a peaceful and sane society.

THE CONCEPT OF PEACE

Peace is the natural state for a being just as health is the natural state of the body. It is synonymous with balance and equilibrium. One's peace gets disturbed when one is unable to cope with the stressful situations that arise in everyday living. Physical endurance or human adaptability to physical world in terms adapting to climatic changes, physical features of the land like deserts, forests or mountainous terrain is well known and it is the story of human evolution. From the psychological point of view, man in the beginning stages of his life, (as in the case of his infancy) is at peace when his needs are satisfied. As he grows his needs multiply and he has to learn to find means of satisfying them or forgo them or prioritize his need and this is a learned behaviour. When one is able to develop the capacity to do away with the need or to satisfy one's need, one is said to have achieved emotional and mental capacity to adjust with the world. Where one's capacity matches the challenges one faces - Capacity in physical sense and mental sense and emotional sense, then one is able to experience peace and satisfaction with oneself and with the environment. This capacity can be enhanced through peace education.

REASONS FOR LACK OF PEACE

Violence and war among humans arises from multiple factors. Some of them have been discussed below:-

Differences in race, creed, culture, language, gender: We can not change pluralism that subsists in the world. Differences are universally prevalent but prejudices, distrust, fear and feelings of hostility that arises as a result of lop sided perception of differences can be changed for the better.

Scarcity of resources: The population growth and consumption pattern during the post world war decades has led to the ecological stress and human deprivation. In the last 50 years population grew by 2.4 times but global consumption increased 6 times (NCERT, 2004) .There is incompatibility between the available resources and the number of people utilizing these resources. The rich benefit from rising consumption whereas the poor are left to face the environmental damage. Lack of resources available for use gives rise to encroachment or seizing others' assets and it results in conflicts. 'Greed and appropriation of other people's share of the planet's precious resources are at the root of conflicts and the root of terrorism' (www.classroomconnections.ca).

Unevenness in development: There is disparity in the growth pattern of the different countries of the world. Each country should work towards the development that is economically feasible, socially and

culturally desirable and ecologically viable. Disproportionate growth patterns, where one is very wealthy and other poor, brings into force negative feelings and scope for conflicts to arise.

Erosion of family values /social values: Numerous studies have established strong association between child rearing practices and aggressive behaviour in children (Bondura, 1973, Mackinson-Lewis, 1994, Montagner et al, 1984 and NCERT, 2004). Even in family life there is lack of peace because people do not get along with each other. **Thich Nhat Hanh**, in his book “Peace is Every Step”, encourages his readers to breathe and smile, writing that many families live dangerously because they do not get along with each other.

PEACE EDUCATION

Peace can be achieved if we utilize the energies of younger generation in constructive and positive activities. It also depends on how they are moulded and fashioned in their basic values and knowledge too. It is the school that imparts such knowledge and values.

The men in the society are to a large extent the product of its educational system. Society has let them be directed by its wise and knowledgeable members, in other words the educators of its younger generation. The goal of education and educators every where is to promote peaceful living and harmonious relationship with families and friends, communities and social groups and schools; states and nations around the world. But we find even people who are educated find it difficult to deal effectively with every day conflicts and stress and strife. It gives rise to many questions like ...

- Are the schools of today developing knowledge and skills for living together?
- Have the students learnt to respect themselves so that they can learn to respect others?
- Are we educating students to make decisions that can result in solutions not more problems?

Creating a culture of peace through education necessitate a thorough look at the educational system, the curricular inputs, the teaching methodologies, the kind of interactions that happen in the teaching learning process and so on. School is the place in which we have the future citizens of the world gathered in one place. The youngsters in the school are the ones who would populate the world and decide its future. If the schools can teach, give practice, make perfect certain competencies for living together and inculcate values of peace there will be nothing better than that for creating an ideal society.

Peace education must be a concern that permeates the entire school life – curriculum, co-curriculum, classroom environment, school management, teacher-pupils relationship, teaching-learning processes and the entire gamut of school activities. Hence it is important to examine the curriculum and its implementation from the point of view of how it may contribute to children’s sense

of adequacy or inadequacy, satisfaction or frustration, tolerance or impatience and security or insecurity.

Education for peace is education for life, and not merely training for a livelihood. Equipping individuals with the values, skills, and attitudes they need to be wholesome persons who live in harmony with others and as responsible citizens is the goal of education for peace. We live in an age of unprecedented violence: locally, nationally, and globally. Individuals need to be educated on how human survival and welfare depends on peaceful co-existence.

STUDIES REVIEWED

The investigator reviewed a variety of literature available on peace education at both nationally and abroad. The pertinent studies that had been classified under different headings and they were as follows:

- Studies on peace education as related to equality
- Studies on peace education as related to democracy
- Studies on peace education and environmental education'
- Studies on Positive contributions of schools towards peace education
- Studies on Teacher as peace educator
- Studies on Classroom interactions and peace education
- Studies on Content of peace education
- Studies on Region specific program for peace education
- Studies on Peace education as Conflict resolution
- Studies on Role of teaching Methodology in peace education
- Studies on Peace education at micro and macro levels
- Studies on Evaluation of peace education

THE PROBLEM OF THE STUDY

Peace education is a topic which is of great concern for educationalist and policy framers of our education system. It has been and will be a relevant concept throughout mankind's existence. Although it is a broad and universal concept it is difficult to capture the essence of such an education. Whether we focus on character or morals or values, all point to the fact that humans need to live as one family and morals and values prepare men to live as a family that is living peacefully with one another. As schools and classrooms play a major role in the creation of future citizens, it is right that they shape the future of the nation too. It is an aspect to be studied in classrooms all over the country. Here the investigator has confined the study to this particular part of the country and that too in schools and classrooms of Baroda. The intent to study came from the following research questions.

RESEARCH QUESTIONS

Should peace education programmes be offered to generate a favourable climate to build a peaceful society?

How far the curriculum area of peace education (suggested by NCF) integrated with the existing curriculum?

What methodology (if any) has been adopted by teachers to inculcate the spirit of peace which is essential for progress of society?

Are teachers aware of peace education component in the curriculum framework?

How concerned are teachers about the need for integrating peace education in their teaching learning process?

TITLE OF THE STUDY

“Peace Education in the teaching learning process of standard IX classes of Baroda”

OBJECTIVES

The objectives of the study are:

- 1) to understand how far the class room teaching in the schools reflect the elements of peace
- 2) to understand how the elements of peace gets transacted in the main subject areas of the standard IX classes

RELATIONSHIP BETWEEN THE COMPONENTS OF PEACE EDUCATION

The concept of peace education has been defined in various ways by different agencies. But in a research investigation an investigator has to make it clear how he/she has taken the concept in the investigation. After having studied many definitions one can identify the most common elements. The investigator chose to develop a set of indicators or principles to define peace education based on these common elements. Peace education in a broader sense takes into account how the teacher nurtures and influences the mental attitudes of students in the class. Attitudes like how students learn to cooperate with others, share with others. The students also need to learn skills and knowledge to be successful in life. Unless one becomes a productive member of the society it is difficult to feel satisfied with oneself. When students learn and achieve their goals they feel productive and satisfied with themselves. That itself creates peace in their minds. In order to be **productive** one needs necessary **freedom**, **freedom** comes from **security**, feeling of **security** arises in relationships (here between the members of the class) when there is **mutual respect**, **mutual respect** can be had by fulfilling **responsibility** towards others, **responsibility** arises with feeling of oneness or **fellow feeling** with

others. In creating a feeling of oneness, **equality** or fair treatment has a major role to play. Therefore the investigator felt these are the main indicators of peace education in a classroom. The investigator could thus discern relationship among the seven principles guiding transaction of peace education. Among the seven principles suggested namely mutual respect, fellow feeling, responsibility, productivity, equality, security and freedom, the sense of equality should come first (Figure 2).

- Establish equality
- By establishing equality one encourages fellow feeling.
- On encouraging fellow feeling one discharges one's responsibility towards each other.
- By discharging one's responsibility one enhances mutual respect for each other.
- On enhancing mutual respect one feels more secure in one another's company.
- By offering security one allows the other to act freely
- By giving freedom to one other we become productive and satisfied.

Equality → Fellow feeling → Responsibility → Mutual respect → Security → Freedom → Productivity

Figure 1

The indicators in terms of behaviours favourable to PEACE EDUCATION were categorized before the field work. (On class observation during field work many other behaviours were found that displayed or promoted these principles of peace education. Eventually certain category gained central focus. Most of the behaviours pointed to certain category like 'responsibility' which stood apart from actual teaching of content. The consistencies in the codes pointed that all these behaviours are variations of some principles that guide the creation of peaceful environment and transaction of peace.)

POPULATION AND SAMPLE

All standard IX classes in the schools of Baroda city were considered as the population. The city has around 20 public schools, 100 private schools, 115 Corporation run Primary schools. There are 349 secondary and 194 higher secondary schools. These schools could be divided into Public and Private schools, schools which are under Central Board of Secondary Education (CBSE) and Gujarat Secondary Education Board (GSEB), Gujarati and English medium schools, Residential and day schools. Seven secondary schools were selected randomly from among the population

In all, 21 periods of 21 different teachers in the selected schools were attended and teaching learning process in these classes was observed by the investigator. The 21 classes of standard IX was the sample of the study. The classes observed were in the seven different schools across the city. Among them, 2 schools were affiliated to Central Board of Secondary Education, 4 were schools

affiliated to Gujarat Board of Secondary Education and 1 Gujarati medium school of GSEB. The prescribed textbooks of the three types of schools were different. For example, in Gujarati medium school they have adopted lower level English textbooks. The investigator observed mainly the language classes, mathematics classes, science classes, and social science classes of the selected schools.

* In total 8 language classes were observed, (except for one Hindi class all were English subject classes)

*Three classes of mathematics were observed.

*A total of 6 science classes that is, 4 were biology, 1 physics and 1 chemistry class were observed.

*Four classes of social science belonged to history subject.

Among the 21 teachers observed except 2 all others were lady teachers.

DATA COLLECTION

The data collection was over a period of ten to twelve days. The classroom instructional processes were observed in the study. The data needed for the study was collected from the IX classes and the teachers teaching therein. The researcher visited the school to take the permission of the principal and gave a formal letter of request. After getting the principal's permission the investigator noted down the timing of the classes in different section/s of standard IX. Those periods allotted for language, mathematics, science or social sciences were chosen and accordingly those classes in which the subject teaching was going on were attended and observed.

The objective of the study was to understand the transaction of peace in the classrooms, so the investigator decided to collect the relevant data through appropriate approach. The investigator had followed **qualitative research approach**. Qualitative research study is suitable when the study deals with the complexity of group interactions. It takes place in the group's natural environment (here the classrooms) and attempts to be non manipulative of group behaviour. The standard IX classrooms of schools in Baroda were observed. There was non participant observation of the investigator. The investigator sat among the students in the classrooms (in their benches) while teachers were teaching. Non - participant observation was suitable to depict the context where teachers transacted curriculum and involved the students in the learning tasks. It is essential to capture the interactions.

One full period of the subject like English, Mathematics, Social science, Science was observed. All the activities of one period were observed and immediately field notes were prepared. As the investigator had already four to five years of teaching in secondary school level, the probable instances were listed down as indicators.

The indicators in terms of behaviours favourable to PEACE EDUCATION were categorized before the field work. There were seven main principles guiding the transaction. They were expected to be evident in the presence of activities and behaviours that promoted:

1. Mutual respect
2. Responsibility
3. Fellow feeling
4. Productivity
5. Equality
6. Security
7. Freedom

Mutual respect:

It was observed in the way teacher treated the students. How she encouraged respectful behaviour and avoided hurting the dignity of students. How she avoided comments on physical attributes. The tone of voice is not aggressive, nor body language. The students give respect to teacher while addressing them.

Responsibility:

Assignments that are given to the students strengthen their learning. Responsibility shown in collecting them, correcting them, declaring the marks obtained is to be observed. The kind of tolerance she showed towards wayward answer. How she made sure she was audible to all (those sitting at the back too). Responsibility shown in explaining properly and clarifying the doubts raised. Both teacher and students take responsibility for their behaviour instead of blaming it on others. The students are aware about the importance of orderliness. The teacher is conscious of the minor conflicts among the group of students. The teacher does not create undue pressure for performance. The teacher does not exploit the student by making them do her work (sometimes student fill in attendance register, bring or take books) unnecessarily. The teacher checks every student's work and gives constructive feedback. The teacher's voice is audible to all students of the class. The teacher spoke at a rate which allowed them to follow it easily. The teacher welcomes their questions. The teacher overlooks minor lapses on the part of the students.

Fellow feeling:

Fellow feeling can be seen in the way encouragement given to feel oneness with class. It was observed whether encouragement was given to group work or pair work that help in building team spirit. There is sharing of textbook or other learning material if required. The teacher gives them opportunity to get to mingle with one another. (there is rotation in the seating arrangement of the

students). She/He shows compassion towards students who are sick or weak. Establishes and maintains an open and friendly eye contact with the class.

Productivity:

The teacher makes productive use of time and resources. The students achieve the learning goals. Making sure that every student gets chance to listen to the teacher. (sometimes children are sent to stand outside the class for minor offence) The teacher never ignores a valid doubt or answer. The teacher listens carefully and completely to student's answers or comments. The teacher keeps track of their progress, encourage their progress. The teacher's activities are directed towards student capacity building and not unduly putting them down. The teacher guides them to work hard but also smartly. The teacher inspires them with stories of great men and their character. The teacher asks students about their idea of free and fair world.

Equality:

Equality was seen if there was demonstration of impartiality in teaching, if she addressed all students when asking questions. Boys and girls are both given equal chance to answer question. Give equal hearing to complaints of students. In trying to settle conflicts peacefully and being fair in judgement. The examples or illustration she used for explaining content never showed caste, gender, regional or language bias. Work is given to all levels – bright, average and slow. Giving equal chance to speak out or solve questions for every body in the class. The teacher is non – judgmental about student's physical appearance. The teacher does not give unequal punishment; (some is given or asked to stand whereas other may be let free). Rules or expected behaviour is same for everyone in the class.

Security:

Teacher creates a non - threatening climate for students to answer. Give opportunity and time to come out with answers. There is no ridicule or bullying or taunts. Where teachers and students are not constantly observed by principal or head (some classes have close circuit cameras) and taken to task for noise and indiscipline. Teacher pupil ratio is adequate, not overcrowded rooms. There is no bullying among students. Creating a safe and secure atmosphere where children don't feel threatened. The teacher is not overloading the students with work and creating stress Make them feel appreciated for right answers or completed project works.

Freedom:

It was observed in the way teacher allowed interactions in the classroom which contributed to the learning. May be the way she allowed them to move from their seats and discuss points with others. Students feel free to ask their doubts or express their lack of understanding. Students are allowed to move freely from one seat to another if activities require that. Making them decide things

for themselves without giving out any 'ready made' solutions. Encouragement is given to do work independently.

These principles help to know the kind of peace education that actually take place in the teaching learning process of the classroom.

DATA ANALYSIS

The literature study showed many methods adopted to analyze qualitative data. The following paragraphs show the steps taken by the investigator to analyze the data.

- The field notes prepared by the investigator were studied thoroughly. The typed field notes had the entire sequence of events that occurred in the classroom. On reading them and also by remembering the facial and body language of the teacher and students the investigator interpreted the presence of components like mutual respect, responsibility, fellow feeling, productivity, equality, security and freedom. Incidents and events of the classroom that were relevant to the study were described and observation notes were prepared along with the thick description. The data collected through class observation were analyzed for thematic content. The procedure explained in the chapter on conceptual framework was adopted for analyzing the class room interactions that helped in transacting peace values to the students during the teaching learning process. The observed behaviours and interactions have been analyzed and presented below. The following paragraphs present the observations, analysis and interpretations of the investigator.
- The first part of the analysis deals with the transaction of peace in general. It deals with how classroom interaction revealed the components or guiding principles of peace such as Mutual respect, Responsibility, Fellow feeling, Productivity, Equality, Security, Freedom. A table format has been included to show the principle guiding peace transaction, the kind of desired behaviours demonstrated by students and teachers, sample indicators in behavioural terms from different episodes (Episode 1 to Episode 21) and means through which desirable behaviours may be strengthened in students of the class. There are seven table formats giving a concise idea about each of the principles observed.
- The second part of the analysis deals with the transaction of peace through the four main academic subjects namely Language, Mathematics, Science and Social science. The classroom teaching learning process was observed to find out if classroom interaction in different subject classes differed in transacting the components or guiding principles of peace such as Mutual respect, Responsibility, Fellow feeling, Productivity, Equality, Security, Freedom.
- The researcher anticipated that the textual content of the various subjects like English, Mathematics, Science and Social science might not be used by the teacher to explicitly explain or

integrate with education for peace. The teaching methods too in most classrooms are teacher centered. The researcher so decided to examine the classroom interactions that supported and promoted components of peace during teaching learning process. These components help create an atmosphere conducive not only to learning but also positive interpersonal relationship essential for peace and harmony.

The following table shows the way the keys aspects were depicted. Here only elements related to freedom is shown similarly other peace components were also depicted.

Table no 7: Value of Freedom observed in classroom teaching			
Principle guiding Peace Transaction	Students and teacher demonstrate desired behaviours.	Some sample indicators in behavioral terms	Means through which the behaviours may be strengthened
Freedom	<p>The teacher ...</p> <ol style="list-style-type: none"> 1. allows freedom to refer library books 2. permit students moving for a purpose 3. gives freedom to raise doubts 4. permit movement for official purpose <p>The students could freely...</p> <ol style="list-style-type: none"> 5. seek clarification after raising their hands 6. ask for repetition of dictation 7. make friendly comments 8. get time to read and comprehend 9. explore ways of finding solutions to problems 10. opt for taking or not taking down notes 11. volunteer for participation 12. choose the roles of characters in drama 13. express displeasure 	<ol style="list-style-type: none"> 1. After showing them the illustrated book she told them they could go to the library and have a clearer look at it 2. Here the teacher allowed free movements of the students so that they could go and discuss with others. 3. She told the students that if they had any doubt they could ask her for clarification 4. In allowing students to attend to requirements of administrative or office work showed that she paid importance to such matters. 5. The students could raise their hands and ask her the doubts. 6. The students were free to put their request for repeating if they were unable to follow at the rate she was dictating. 7. The students had the freedom to comment that she was very fast 'You are like Rajdani' and she did not take offence to it. 8. Here the students were given time to comprehend the passage freely on their own after she gave an overview of the content. 	<p>Emulating the teacher</p> <p>The teacher exhibits characteristics or qualities and students get chance to observe them and perhaps emulate them</p> <p>*permit movements for a purpose</p> <p>Encouraging on going practices</p> <p>The teacher encourages the norms , rules, practices already practiced in the classroom for a long time</p> <p>*volunteer for participation</p> <p>Discouraging undesirable behaviour</p> <p>The teacher could point out certain undesirable behaviour and remind them to be careful the next time.</p> <p>Transmitting values explicitly</p> <p>The teacher explicitly points out to instances and extol students to follow appropriate values from the textual content or with other classroom incidents</p>

STEPS FOLLOWED FOR ANALYSIS

There were 21 different classes observed by the investigator and each teaching class was named as Episodes 1 to Episode 21 .The investigator observed mainly the Language class, Mathematics class, Science class, and Social science class of standard IX in the schools of the city. In this way episode 1 to 8 refer to Language classes (except for one Hindi class all were English subject classes). Episodes 9 to 11 refer to Mathematics classes. Episodes 12 to 17 refer to Science classes. Episodes 18 to 21 refer to Social science classes. In each Episode a cluster of interactions is described

and notes or reflective comments on the observation is made on it. Each episode also has a brief description of the setting- the school, the classroom, the teacher. The research question and objectives were kept in mind when in the next step the important aspects were broken down into specific behaviours exhibited and stated under each principle.

When there was one type of activity (solving of problems on the board) it was taken as one chunk and analyzed and named as sub episode. It was analyzed for peace components mentioned above and how transaction of peace was done in classroom. These qualities, in the investigators opinion, help create a classroom in which peace gets transacted in an indirect way. Here the spoken words and observable behaviour of the students and teachers is the principle source of data for analysis.

As the objective was to look at the transaction of peace and carrying out the interests of the students' community, the investigator looked at the classroom teaching learning process from these angles.

- TRANSACTION OF PEACE THROUGH CONTENT
- TRANSACTION OF PEACE AND THE USE OF TEACHING METHODS
- TRANSACTION OF PEACE BY CREATING CONDUCIVE ENVIRONMENT
- TRANSACTION OF PEACE IN CLASSROOM INTERACTION
 - TRANSACTION OF PEACE IN GENERAL CLASSROOM INTERACTION
 - TRANSACTION OF PEACE IN SUBJECT CLASSES OF LANGUAGE, MATHEMATICS, SCIENCE, SOCIAL SCIENCE.
- INSTANCES NOT BENEFICIAL FOR TRANSACTION OF PEACE

At the end of each episode a END NOTE was made to give an overall picture of the classroom.

The focus of the analysis was on the 'TRANSACTION OF PEACE IN CLASSROOM INTERACTION' as investigator felt it will help in achieving the objective of the study more. The following paragraphs describe briefly the angles mentioned above.

TRANSACTION OF PEACE THROUGH CONTENT

According to NCF - 2005, every subject has a peace laden element which could be used by the teacher while taking her lessons. The investigator tried to look in the various subject classes, the relevance of the content to peace education, possibility of relating content to peace education, possibility of examples or illustrations in the content that could be related to peace education and if teacher used the content well to teach values of peace, harmony and togetherness.

TRANSACTION OF PEACE AND THE USE OF TEACHING METHODS

‘The methods of teaching should be creative, child-centered, largely experiential, and participatory. These include creation of appropriate learning experiences, discussion, debates, presentation, and group and cooperative projects, depending on students’ maturity levels and the subject content. Strategies like questions, stories, anecdotes, games, experiments, discussions, dialogues, value clarification, examples, analogies, metaphors, role-play, and simulation are helpful in promoting peace through teaching-learning.’(NCF - 2005). Lectures are teacher dominated methods. Child centered method focus on child’s individual development. They could also be individualized work, discussion method, heuristic methods, etc. The investigator observed the methods employed by the teachers in the class and looked if they were suitable for transacting peace elements.

TRANSACTION OF PEACE BY CREATING CONDUCTIVE ENVIRONMENT

It was observed in the way the teacher take steps to keep up the physical set up suitable to the learning process. How she sees to it that students are seated in their place and are attentive enough. She offers a secure and non threatening ambiance. Her attitude is caring, forgiving and symphethtic toward the children. It is seen in the way she prepares them for the learning goals and task fulfillment.

TRANSACTION OF PEACE IN CLASSROOM INTERACTION

The classroom interaction between the teacher and the students generally exhibit behaviours which reveal the presence or absence of mutual respect, fellow feeling or alienation, responsibility or irresponsibility, productivity or unproductively, freedom or restriction, equality or inequality, secure or threatening outlook. These elements were noted in behaviours right from the entry of teacher in the class till her exit. They were deduced from the verbal and non verbal, intentional and incidental communication between the teacher and the students.

INSTANCES NOT BENEFICIAL FOR TRANSACTION OF PEACE

It is possible that there could be instances that gravely disturbed the transaction of peace or behaviours not ideally suited to accomplish the classroom goals. The investigator examined these aspects too.

DELIMITATIONS OF THE STUDY

The study had been delimited to

- Seven schools within the boundary of the city.
- Mainly the academic sessions of the year 2007 and 2008
- The classes were of only standard IX
- The teaching learning process in the subjects of English, mathematics , science , social sciences
- The behaviours exhibited inside the classroom only and when the teacher is present in the class and teaching the students

MAJOR FINDINGS

- The findings with reference to the first objective are presented as follows:-

The analysis of the transaction of peace in classroom interaction in general culminated in the following findings.

- In all the classrooms that were observed, the students were neither noisy nor moving about here and there unnecessarily. The teachers could create and maintain a conducive atmosphere in the class.
- In all the classes the teacher began the lesson after mentioning the chapter or unit to be taught. She /he utilized the time allotted to them productively. Except in one class, in all other classes new topics were learnt by students and thus the component of productivity was exhibited. They did not allow any disturbance –either outside noise or student’s inattentiveness to disrupt her teaching.
- Of the seven components, demonstration of responsibility was predominant in the classroom teaching learning process. Responsibility exhibited by teachers was to a large extent more than responsibility exhibited by students.
- Of the seven components, demonstration of fellow feeling was seen where two or more students were involved in classroom activity, for example role play, solving problem sums, etc...Fellow feeling was observed more among students than between teacher and student.
- Of the seven components, mutual respect was shown by teachers and students to each other.
- Of the seven components, equality was seen in all classes, in none of the classes girls were secluded from class participation. Equality in the sense of seating of both boys and girls together in the same desk was seen except in one class.
- Of the seven components security was offered to students when they exhibited their talents. In none of the classes there was intimidating atmosphere created by students or teachers.
- Of the seven components, freedom was given to students to interrupt the teacher and raise their doubts when students couldn’t follow the lesson.
- The overall behaviour of the students and teacher reflected respectfulness, responsibility, fellow feeling, productivity, equality, security and freedom

- The findings with reference to the second objective are presented as follows:-

The analysis of the transaction of peace in classroom interaction in four main subject areas culminated in the following findings.

- In all the classrooms that were observed, the teachers were using traditional teacher centred method like dictating notes, reading and explaining the textbook content, solving problems on the board and making the students copy it etc...But the teacher took into consideration the requests or doubts of students. The students were treated with respect, given equal care and attention, offered security to explore their talents.
- Out of the four subject classes observed, in Social science subject and English subject classes the lesson content was used as a reference for peace values. The content of subject itself lent itself to transact peace values. But it was harnessed to a small extent only. There was not much scope for harnessing the content of science or mathematics to transact peace values.
- Out of the four subject classes observed, mutual respect was discernible to a large extent in language classes where teachers were talking, calling, persuading, questioning the students more often than other classes.
- Out of the four subject classes observed, fellow feeling was more discernible in mathematics subject classes where students conferred with each other more revealing friendliness and fellow feeling.
- In all the four subject classes observed, responsibility and sincerity towards learning tasks was exhibited by students and teachers.
- Out of the eight language subject classes observed, girls and boys equally participated in class activities like role play, framing correct sentences or explaining content in own words etc...

CONCLUSION

In the entire class period, the investigator observed whether there were cordial and positive interactions between teachers and students when they were involved in the above mentioned activities. Corresponding to the subject, the activities and work differed, but in getting these activities done the tone of speech and language i.e the way they communicated and interacted with each other exhibited distinctly the values that promoted peace and accomplishment.

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