



## **A STUDY OF INTEGRATION OF PEACE EDUCATION THROUGH CONTENT ANALYSIS OF STANDARD X ECONOMICS CURRICULUM OF AND ITS CHALLENGES**

**Tandra Bandyopadhyay, Ph. D.**

*Associate Professor (Retired), H.J. College of Education*

*17<sup>th</sup> Road, Khar-(w), Mumbai-52*

### **Abstract**

*Since time immemorial, education is viewed as the transmission of values in any given society. Educational Institutions are supposed to be the fountain of knowledge, ethics and values. The content and the context of text books are to be designed in such a manner, so that it provides proper guidance and transmit the principles of humanity in the young minds, through which will finally lead to a peaceful coexistence among all the individuals in this planet earth. The present paper has looked into the content of economics text books of tenth standard of ICSE to analyze the quality assurance of it in terms of values of sensitizing about peace and humanity. If the societies throughout the world are not to be disintegrated the youth should be endowed with a central code of values and ethics. It can serve as a cohesive force for binding the universe. As the text books are the reflection of society it must thrive on ethical principles, which are the main focus of the paper.*



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### **Introduction**

“I do not want my house to be walled on all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible, but I refuse to be blown off my feet by anyone”

Mahatma Gandhi

In the present scenario, with the advent of science, technology and communication the entire world has turned into a global village. Consequently, no countries can remain aloof from each other because of various happenings of any corner of the world has its impact on the other side of the universe.

But unfortunately world has confronted the consequence of mistrust and misunderstanding among countries in two wars in the past. Globalization brought its own share of uncertainty.

Trans-national movements of workers and refugees increased tensions between local communities and migrants.

Peace education could be defined as either an inherent quality or an acquired skill of complete harmony of body, mind and spirit of an individual. The core value of peace is neither absolute nor a single entity, rather operates as a system consisting of a number of values in continuum. Peace is a broad human value which one may observe from the various instances.

Children are the pivot around which all educational activities revolve. Therefore, to ensure education for peace in the schools, the target group should be the young youth.

There is no guarantee of safety in any corner of the world. Life has indeed become more violent and more dangerous for children. One in six youths between the ages of 10 and 17 has seen or knows someone who has been shot. The estimated number of child abuse victims increased 40 percent between 1985 and 1991. Children under 18 were 244 percent more likely to be killed by guns in 1993 than they were in 1986. Violent crime has increased by more than 560 percent since 1960. The innocence of childhood has been replaced by the very real threat of violence. The only hope to eliminate the anti-social elements from the society is through education.

### **Need of the study**

The goal of peace education is to train the students with abilities to compete and cooperate with national and international communities, to learn good points from foreign countries and introduce ours abroad. The exchange of ideas and ideals will lead human society to a world, where people believe we are all neighbors in a global village, where people tolerate different cultural and racial backgrounds, understand world-wide interactions, have vision for the future, cultural autonomy and understand the importance of harmony and synchronization. The purpose of peace education is to promote national and international understanding so as to change the minds of the pupils in accordance with time, space and regions.

Hence the need and importance of better understanding and friendship among all the nations of the world is felt. In other words, the dire need is to inculcate in students the qualities of fellow feeling, co-operation, tolerance, adjustment and love for one another's weal and woe so that goodwill and friendship are developed bringing about peace, freedom, and happiness to the whole mankind. Instead of developing aggressive nationalism, there must be appropriate institutions and patterns of communications, through which the desirable values

and attitude could be transferred in the young minds at the eve of adolencst stage.

Hence the main purpose of peace education programme is to develop a violence free society in all parts of the world and for all segments of human community. Through in-depth, systematic and sustained programs of Education for Peace, every generation of new leaders and citizens are equipped with the necessary insight and skills to decrease the occurrence and intensity of conflict and to prevent its aggressive consequence of violence and war.

The subject Economics has a holistic approach and it cultivates a national and international outlook. It has a multiple dimension of explaining a socio-economic situation and its different pros and cons. The instances and examples from consumption, production, taxation, resources etc. can be given from national and international point of view through classroom teaching. Along with the content, the discussion on various sensitive issues would definitely foster a wider outlook of the world, among brilliant young minds so that they act as catalysts for bringing emotional change in human society.

**Hence, there has been a felt need of analyzing economics text book for the present study.**

The Economics textbooks of ICSE are prepared on the basis of National Curriculum Framework 2000. The ICSE economics text book was critically evaluated for the present study to locate peace as a value reflected through the language and content of the same text book of 9th standard. A few components that reflect the essence of Peace are considered for critically examining the content of the textbook. The selected components of peace as a value for the study are-

**Statement of the Study (Problem)**

*“Integration of Peace Education through Content Analysis of Standard X Economics Curriculum of and its Challenges”*

**Aims of the study:**

1. To promote awareness, understanding of rights and responsibilities, non-violence.
2. To develop Skills like active listening, self-expression, critical thinking, problem solving ability to generate alternative solutions.
3. To assure the creation of culture of Peace.
4. To promote and practice Peace at an intrapersonal, interpersonal, intergroup, national and international level.

### **Objectives of the Study:**

1. To equip the students with the values required for of national unity.
2. To develop emotional intelligence among the students at their adolescence.
3. To acquaint the students about fair practices, ethics and responsibilities.
4. To develop appreciation to self, nature and mankind.
5. To examine whether there is Reflection of National objectives.
6. To create awareness of serious issues like terrorism, regionalism, communalism, linguism, war etc. and suggesting measures to minimize the same
7. To create an awareness of fair trade practices, business ethics and responsibilities towards society
8. To develop an attitude from conflict resolution to conflict transformation.
9. To develop National and International solidarity and cooperation;
10. To create an awareness of increasing global interdependence between people and nations.

### **Scope and limitations**

The study is useful for the Students, Teachers, Principals, and Curriculum Planners. It has a global significance also.

Limitations- Only the common standard textbook of ICSE, Economics X standard has been analyzed for the present study.

### **Method**

Content Analysis is the process of critically examining the content of a textbook with a view to study the objectives of the research. Content analysis has an acquired distinct identity in any scientific research. In the present study content analysis has been adopted for evaluating the text books.

### **Procedure**

The Economics textbooks of ICSE are prepared on the basis of National Curriculum Framework 2000. ICSE Text Book of Economics for Class X by J.P.Goel, Goel Brothers Prakashan, 2012 edition, was critically evaluated for the present study to locate whether Peace as a value reflected through the language and content of the above text book. The content of all thirteen chapters of ICSE Economics text book was analyzed for the present study to examine how frequently the values are correlated with the content of the text book.

A few components that reflect the meaning and significance of Peace are recognized for critically evaluating the content of the textbook. The selected components of Peace education as a value used for the study are as follows: -

1. Justice and Equality
2. Mutual respect and Brotherhood
3. Love and Compassion
4. Harmony and Non-violence

These components are selected as these are the basic human values and their contribution in understanding of peace is immense.

### **Findings**

**Justice and Equality** as a core element of peace, has been reflected maximum number of times as compared to other parameters. In total 10 chapters in the textbook, the component Justice and Equality occurred in the range between 15-49 times in majority of the chapters. Only in chapter three and ten, it occurred 8 times. The reflection of Justice and Equality in the Economics textbook (ICSE) was 216 times, while discussing welfare of a person, human welfare, econ welfare, socialist economy, food security measures and so on.

**Mutual respect and Brotherhood** as one more core element reflected 1-6 times in 6 chapters with total occurrence of only 18 times. The value of Mutual respect and Brotherhood were not reflected even once in other four important chapters, like human capital formation in India, empowerment of women etc.

**Love and Compassion**, as one of the most important identified core element reflected hardly as compared to other elements. It has a frequency of only three times in all ten chapters. In first chapter, it was reflected the most, that is twice, and in second chapter, it occurred only once like contribution of Industry to Agriculture, justice & equality under importance of industry, exploitation of resources, increasing employment opportunities etc.

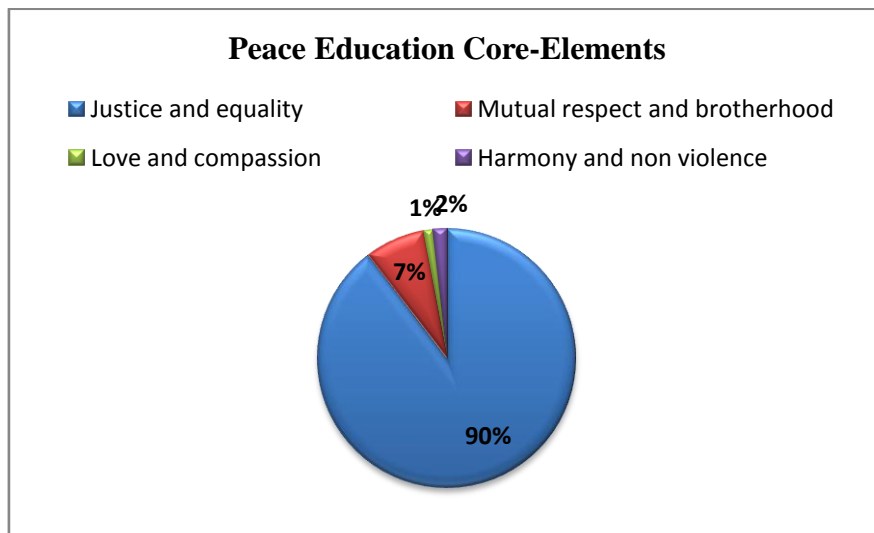
**Harmony and Non-violence** appeared only in chapter seven and ten, occurring twice in each. Harmony and Non-violence, the most important core elements in peace education were reflected merely four times in all the ten chapters.

The data obtained is shown in the following table:

**TABLE -1: The Table shows the frequency and percentage of the 4 identified peace elements reflected in the contents of the textbook of Economics of 9<sup>th</sup> standard ICSE curriculum.**

Name of core elements	Frequency	Percentage
<b>Justice &amp; Equality</b>	216	89.63%
<b>Mutual respect &amp; Brotherhood</b>	18	7.47%
<b>Love &amp; Compassion</b>	03	1.24%
<b>Harmony &amp; Non-violence</b>	04	1.66%

The following pie diagram shows the frequency and percentage of the four identified peace elements reflected in the content of the textbook of Economics of standard IX, ICSE curriculum.



The result expressed in percentage can be read as follows:

Justice and Equality were found to be inherently present in the contents, that is 89.63%, Mutual respect and Brotherhood were 7.47%, Love and Compassion were 1.24% and Harmony and Non-violence were 1.66%.

### **Discussion**

The results of the analysis showed that the emphasis is given to the identified four elements of peace in all the chapters of ICSE is not of a significant and desirable level, because many core values reflecting the idea of understanding of peace were rare in the content.

In the journey towards excellence through these three text books, it is expected that, in the enabling environment, a few 'core values' are to be mastered by the young citizens for the

overall prosperity of the nation. Attitude towards work, feeling of fraternity, mutual trust, standard of ethics, social norms and mutual solidarity are needed to resurgent the progress, prosperity of the world and protect the nation from local and global players (enemies).

Adam Smith a great Economist has rightly claimed “What individual is doing must be done in accordance with social interest”. Globalization and Modernization must consider the harmonious relationship between individual and human society. Micro and Macro interest must be harmonized and the value of the above should be inculcated from the grass root level through text books. The above values of peace education should be used maximum times along in the context so that there is no divergence between the theories and the reality. Moral perspective should be broadened if humanity has to flourish. Capital must be generated but it should be generated for the sake of a sustainable development and global welfare.”

### **Significance**

All philosophers, educationists, politicians, scientists and social reformers of the world agree that while on the one hand (UN) United Nation and other similar world organizations are striving to develop national and international good will in children it is essential on the other hand those citizens of each nation should realize and appreciate all the nations, nationalities and their achievements. Education is the only important and effective agency to develop such sensitivity of understanding peace and harmony, unity in diversity. Therefore the aim of education according to new trends should be the promotion of the value of understanding and peace.

The study is expected to throw light on the effectiveness of the textbooks and its drawbacks, if any.

The study will help to determine the extent of achievement of objectives.

It will also reveal the contribution of textbooks in development of human capital as well as social capital.

The study will be of immensely beneficial to the different stakeholders in education.

### **Teachers**

The study will be of immense benefit to the teachers, who are the key drivers for educational delivery and social change. They must inculcate values among students in classroom teaching learning situations through school subjects to empower them with pragmatic ideologies.

The questions, which indirectly or directly promote peace education in economics through different core elements, are in need of interpretation by the teachers for promotion of National and International integration.

Teachers prepare children and create manpower for every sector of human activity. The quality of people and their level of thinking largely depend on the contribution made by the teachers. The father of the nation Mahatma Gandhi also supported this view. He said "I have always felt that the true text book for the pupil is his teacher. I remember very little that my teachers taught me from books, but I have even now a clear recollection of things they taught me independently of books."

It is the teachers' moral duty to sensitize the students with the issues of peace along with the content and context create a peace culture in the classroom itself. The students at their adolescence become vulnerable, hence it is the right time to mold and sensitize them with serious issues. So the teachers as harbingers tap the young talents and direct their attitude towards the culture of peace, harmony and amalgamation. "It is the teacher alone just like the wise sculptor, who removes always, with careful handling, the drawbacks and weaknesses in a student and lifts him to sublime heights of life skills".

Teacher sensitizes the students to Learn about peace and Learning for peace. Learn about peace is obtaining knowledge and understanding of what contributes to peace, what damages it, what leads to war, what does 'peace' mean on each level, what is one's role in it, and how are the different levels of understanding is connected? Learning for peace is learning the skills, attitude and values that one needs in order to contribute to peace and help to maintain it, learning to deal with conflicts without the recourse to violence, learning to think creatively, learning to apply the methods of active nonviolence or learning to deal with cultural differences in a constructive way. Teachers through curriculum and co-curricular activities make sure that each individual plays a meaningful role and enjoy a better quality of life.

### **Parents**

Human values are disappearing from the new generation. Parents are worrying about their wards' behavior and attitude. Therefore, the study will be of immensely beneficial to the parents as they can incorporate the values of secularism, solidarity, cooperation peace etc. among the children. When parents affirm the value of their children, young people more often develop positive, healthy attitudes about themselves which reflect in their behaviour towards



their fellow beings. Parents are the fountain of information and values, partners in designing and implementing all educational programmes, and 'consumers' of education (Hornby, 2000). The positive attitude, values, decent behavioural pattern learnt by the children from their family should be an asset to them for life long. The childhood stage is the right time where the desired values can be reaped and sprouted very effectively by parents. Hard work, knowledge, dedication, sincerity, alertness, belongingness, discipline, commitment and faithfulness are the essential ethics of the success which are to be inculcated by the parents from very childhood.

### **Head of the Institutions**

As a Manager, he is expected to procure, organize and coordinate both physical and human resources so that the goals of the peace education can be attained effectively. He can help the members of his work group to accomplish tasks and goals of peace education and thus generate on positive attitude towards the working of peace education.

As an individual leader, he has to make over all observations, supervision, guides in organizing seminar, programmes and constitute instructional leadership activities towards peace education. The principal may also organize meetings of staff, parents, local NGOs to discuss about the sensitive issues and take precautionary measures to forbid them.

### **Non-Government Organizations**

The study will be of immense importance to the NGOs working in the area of education and related issues like Human Rights, Women Empowerment, National Integration and International Understanding.

### **Global Implications**

The study will have not only local implication but global implications since the values of creating a culture of peace are common to all the nations. Education for peace focuses on the interrelated nature of condition, issues, trends, processes, world regions, religion, problems, and cultures. Education through text book regarding sensitization of peace helps to gain knowledge of world cultures. It further defines the understanding of historical, geographic, economic, political, cultural, and environmental relationships among world regions and people. Study of peace examines the nature of cultural differences and national or regional conflicts and problems; and acts as a catalyst to influence the behavior of young minds with the values like tolerance and empathy.

### **Faculty development in Peace Education**

The entire faculty development and competency-based education should be at fore to provide training to the learners through the formal, informal and hidden curriculum. Faculty members could be identified from the educational institutions to coordinate peace education and other allied activities for spreading awareness and sensitization of young pupils. A tolerant, warm, supportive and conducive climate is to be created to have a healthy discussion on peace, cohesion and reconciliation. The entire learning environment of personal and professional relationships should be based on the value of cooperation, support-service, understanding, democracy and emotional integration. Meetings could be organized from time to time to generate ideas, ideals, coordinate activities and expose the teachers to several themes of peace education and even to review the progress. Formation of Networks of conflict resolution to conflict transformation and Peace study educators in Asia as well as world would contribute significantly to the effort of achieving world peace,. A Global university system having a common curriculum at least for few subjects may be a resolution which could be the gateway to the world for collaboration of creating new dimension in global knowledge society of the 21<sup>st</sup> century.

The task of reconstructing our nation is definitely complicated by the continuously changing global environment. At the new millennium, the entire world is facing a formidable challenge to gain a rightful place to live. Education should enable the children to learn skills of negotiation, problem solving, critical thinking and communication and secularist outlook, helping them to resolve conflicts without resorting to violence.

### **Conclusion**

A combination of National and International Education is important because the day-to-day lives of average citizens around the world are influenced by burgeoning connections. The goods people buy, the work they do, the cross-cultural links they have in their own communities and outside of them, all contribute to an imperative that responsible citizens understand global and international issues.

In dealing with current challenges of other cultures, the perspective consciousness of the young citizens must be raised and ethnocentric barriers must be addressed. The social studies curriculum should provide a forum for discussion of issues of inequity and unfairness, racism, and power in and among societies throughout the world. Studying the common threads and themes of daily live in other countries through school subjects help the students

perceive human condition, clarifying their understanding that across the globe and find solutions in different ways. Internet is one more tool, among a wide array of technological resources that is revolutionizing the access to up-to-date information that social studies teachers and educational planners can utilize in teaching a global perspective.

The world once divided by oceans and continent is united physically today but there are still suspicions and misunderstandings. It is essential for us not to live apart but to live together. Understanding one another fears and anxieties aspirations and thoughts that are what people are expected to do. We must not claim a racial extermination, enslavement or segregation but work for racial harmony, unity, agglomeration and cooperation. We may be German, we may be American, we may be Russian but we are essentially human beings. Let us not overlook fundamental fact that let us learn to live in a world community.

“Peace is not merely a distant goal that we seek, but a means by which we arrive at that goal.”

**Martin Luther King, Jr.**

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