



“AN ANALYTICAL STUDY OF PEACE COMPONENTS IN SOCIAL STUDIES TEXT BOOKS OF CLASS IX, PUNJAB SCHOOL EDUCATION BOARD AND THEIR TRANSACTION”

Author:- Mrs. Mridula Shorey¹. Prof (Dr.) Kamla Vashisth²

1. *Research Scholar, School of Education, Jaipur National University, Jaipur (Raj)-302017 India*

2. *Director, School of Education, Jaipur National University, Jaipur (Raj)-302017 India*

ABSTRACT

Social studies is indubitably vital for peace education as well as promotes national and international development. The focus of social studies is essentially man, the society and the environment. Its ultimate aim is to equip individuals with knowledge and understanding for peaceful relationships and living. Through the subject, learners are expected to acquire requisite skills, values, attitudes, and cognition to meet the challenges of a peaceful India and international society. It has been observed that the nations who used social studies as a corrective measure for reconstruction and rehabilitation of their societies placed high value in the implementation of their social studies curriculum because the subject exposes them to new values and skills necessary for the sustainability of a peaceful nation. Thus the current research paper is a pragmatic analysis with objective to assess, explore and identify the basic components of peace in the social studies text books of class 9th prescribed by the P.S.E.B. Research by examining hypothesis concluded that both the Social Studies books of class IX of Punjab School Education Board do contain all the ten peace components which when transacted properly has led to the development of greater awareness among the students in the experimental group.

Key words: *Social studies, peace, global peace, peace education, social studies curriculum*

INTRODUCTION

Social studies is that part of the school's general education programme which is concerned with the preparation of citizens for participation in a democratic society. The most important aim of social studies education in a democracy is to help students acquire a store of tested social theory, or body of principles relevant to contemporary social issues and beliefs (*Onyabe, 1980*).

Conceptions of peace span religions and culture, incorporating such values as security and harmony as well as justice and human dignity. Every major system of faith and belief, whether religious or secular in character, has in one way or another promised peace as an outcome of the implementation of its precepts. Peace is conceptualized simply as an absence of war or, more precisely, as a temporary suspension of hostilities secured by military power (Funk, 2002.). Wulf (1991) asserted that peace must not only be conceived as the absence of war and direct violence (concept of negative peace), but rather, working towards peace as the means to the realization of conditions leading to a maximal reduction in "structural violence" (concept of positive peace).

Violence is emerging in an unprecedented manner in society. We nurture our children from the very cradle to be competitive and aggressive. Violence in the form of terrorism, war, crimes, injustice, oppression and exploitation are on the rise. A large ratio 30.9 % (2011-12, NSS) of population of our country lives in abject poverty and is struggling for a bare survival. There is much disorder and confusion in the society that we have built ourselves. The daily newspaper screen headlines give detail of acts of violence and very little space is given to peace activities. It is felt that due to an increasing rate of violence, lack of values and inequality in the society, it becomes necessary to integrate peace education in the school curriculum.

Thus it can be stated that Peace education has to do with training on the avoidance and management of violent conflict, better human relationship, unity and internal cooperation among the various tribes of the country (Ezeoba,2012).

Keeping these pints in backdrop the current research study is pragmatically designed to ascertain and assess, explore and identify the basic components of peace in the social studies text books of class 9thprescribed by Punjab School Education Board.

LITERATURE REVIEW

Even the latest researches, works and review in the domain of education have emphasized the same. **Daljeet Kaur** (2011) worked on development of programme of action on peace

education for elementary school teachers in the context of Gandhian philosophy. In 2011, **Kulwinder Kaur** did research on Peace Education and its educational implications as envisaged in the philosophy of Mahatma Gandhi. In another research work published in 2012, Swati Arora worked on the study of awareness of Gandhian concept of peace education among prospective secondary school teachers. In the same year, **Pratima Sharma** worked, on peace education and its educational implications as envisaged in the philosophy of Gautama Buddha. Similarly, Jasbir Kaur in her research worked in 2013 on the study of Peace Education as reflected in the social studies curriculum at higher level of Punjab School Education Board, emphasized on a programme committed to encourage, enable and empower the students to become independent, creative and effective volunteers, so that they can contribute to the social, cultural and economical advancement of the people of India.

According to *Ezeoba (2012)*, the ultimate aim of social studies is to equip individuals with knowledge and understanding for peaceful relationships and living. Similarly, she argues that nations which used social studies as a corrective measure for reconstruction and rehabilitation of their societies place high value in the implementation of their social studies curriculum so that the subject exposes them to new values and skills necessary for the sustainability of a peaceful nation.

According to *Danesh (2006)* in his “integrative theory of peace”, peace is a psychological, social, political, ethical and spiritual state with expressions at intrapersonal, intergroup and international areas of human life.

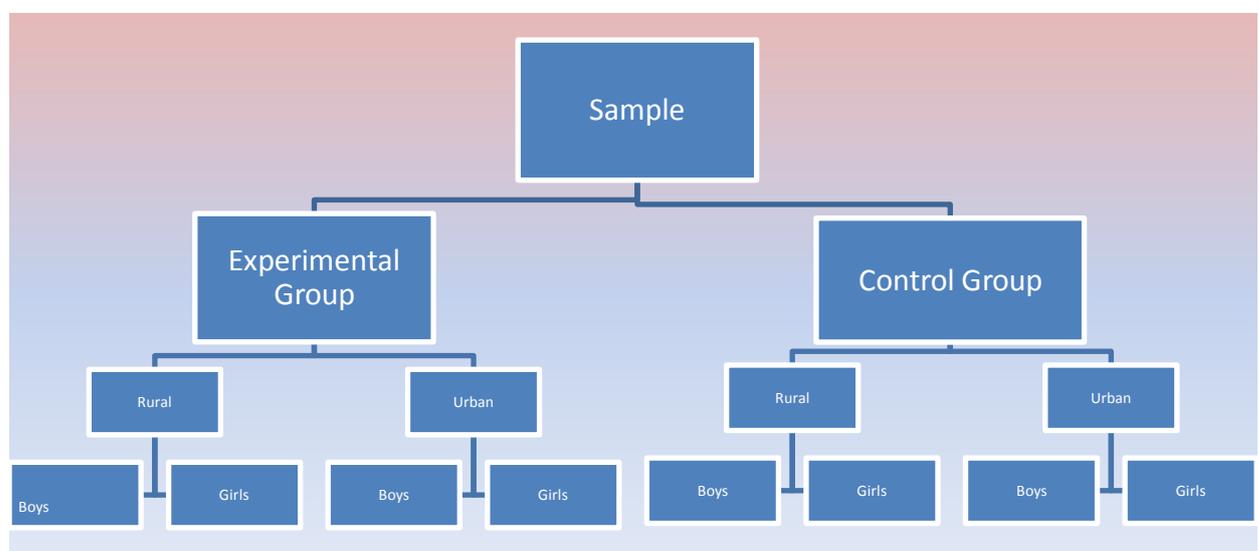
No education system can be complete without including some component similar to peace education as the focus of peace education is on the problem of human violence. So, it is necessary to identify peace values inherent in various school subjects and to transact them through curriculum. This will not only help the students to raise their performance but also assist them to become a better human. What we need today is the reconstruction of the education system.

RESEARCH METHODOLOGY

OBJECTIVES OF THE STUDY	<p>I. To identify the basic components of peace in the social studies text books of class 9th prescribed by the P.S.E.B.</p> <p>II. To explore the transaction of peace components existing in social studies curriculum of class 9th.</p> <p>III. To study the change in awareness related to peace among the students of social studies class 9th in experimental group and control group.</p> <p>IV. To study the locale difference in awareness related to peace among the students of social studies class 9th in experimental group and control group.</p> <p>V. To study the gender difference in awareness related to peace among the students of social studies class 9th in experimental</p>
--------------------------------	--

	group and control group.
HYPOTHESES OF THE STUDY	<ol style="list-style-type: none"> 1. There is no significant difference in awareness related to peace among the students of social studies class 9th in experimental group and control group. 2. There is no significant locale difference in awareness related to peace among the students of social studies class 9th in experimental group and control group 3. There is no significant gender difference in awareness related to peace among the students of social studies class 9th in experimental group and control group.
RESEARCH METHOD	It was a descriptive research. This study was so designed that it involved content analysis of social studies text book of class 9 th of Punjab School Education Board (P.S.E.B.) followed by Quasi experimental research with pre-test-post-test research design.
POPULATION OF STUDY	The study was conducted in Patti area of Dist. Tarn Taran of state Punjab. The population of the study consisted of secondary school students of class 9 th of Patti area.
SAMPLE OF STUDY	In order to conduct the study, various schools of Patti area of district Tarn Taran of Punjab affiliated to Punjab School Education Board (P.S.E.B), had been identified. Two Co-educational urban schools and two rural schools were aken as sample by random sampling method . It includes the sample of 240 students of 9 th class students.
RESEARCH TOOLS	<ol style="list-style-type: none"> 1. Content analysis of components of peace education included in social studies text book of class 9th of P.S.E.B. 2. A Self -Made Questionnaire of Awareness of Peace (QAP) .This tool contains 77 items.
DELIMITATION OF THE STUDY	<ol style="list-style-type: none"> 1. The research is delimited only to social studies text book of 9th class Punjab School Education Board. 2. The data is delimited to Patti Tehsil District Tarn-Taran(Punjab).

RESEARCH DESIGN



RESULTS AND ANALYSIS

To analyze the aforesaid set of objectives with the hypothesis testing, from the selected tools, analytical testing results as obtained is tabulated below:

Table 1.1 Mean Difference in the Awareness scores of Experimental and Control Group

	GROUPS	N	Mean	Std. Deviation	Std. Error Mean	df	t-value
PRE TEST SCORE	Experimental	120	49.30	9.947	.908	238	.233
	Control	120	49.02	8.853	.808		

Table 1.2 Mean Difference of Post Test Scores of Awareness of Peace Component Experimental and Control Group

	GROUPS	N	Mean	Std. Deviation	Std. Error Mean	df	t-value
POST TEST SCORE	Experimental	120	60.21	9.369	.855	238	9.352
	Control	120	49.62	8.118	.741		

Table 1.3 Pre-Test of Locale Difference In Awareness Related To Peace Component in Experimental Group

Group Statistics							
	LOCALE	N	Mean	Std. Deviation	Std. Error Mean	df	t-value
PRE TEST TOTAL SCORE	Rural	60	47.10	8.538	1.102	118	1.470
	Urban	60	49.70	10.709	1.383		

Table 1.4 Post-Test of Locale Difference In Awareness Related To Peace Component in Experimental Group

Group Statistics							
	LOCALE	N	Mean	Std. Deviation	Std. Error Mean	df	t-value
POST TEST TOTAL SCORE	Rural	60	57.48	8.746	1.129	118	2.122*
	Urban	60	61.13	10.052	1.298		
a. GROUPS = Experimental							

Table 1.5 Pre-Test of Locale Difference in Awareness Related to Peace Components in Control Group

Group Statistics							
	LOCALE	N	Mean	Std. Deviation	Std. Error Mean	df	t-value
PRE TEST TOTAL SCORE	Rural	60	49.47	9.234	1.192	118	.555
	Urban	60	48.57	8.508	1.098		

Table 1.6 Post –Test of Locale Difference in Awareness Related to Peace Components in Control Group

Group Statistics							
	LOCALE	N	Mean	Std. Deviation	Std. Error Mean	df	t-value
POST TEST TOTAL SCORE	Rural	60	49.92	8.197	1.058	118	.392
	Urban	60	49.33	8.096	1.045		
a. GROUPS = Control							

Table 1.7 Pre-Test of Gender Difference in Awareness Related to Peace Component in Experimental Group

Group Statistics							
	GENDER	N	Mean	Std. Deviation	Std. Error Mean	df	t-value
PRE TEST TOTAL SCORE	Boys	60	47.25	9.068	1.171	118	1.298
	Girls	60	49.55	10.301	1.330		

Table 1.8 Post-Test of Gender Difference In Awareness Related to Peace Component in Experimental Group

Group Statistics							
	GENDER	N	Mean	Std. Deviation	Std. Error Mean	df	t-value
POST TEST TOTAL SCORE	Boys	60	57.17	8.960	1.157	118	2.508**
	Girls	60	61.45	9.731	1.256		
a. GROUPS = Experimental							

Table 1.9 Pre-Test of Gender Difference In Awareness Related to Peace Components in Control Group

Group Statistics							
	GENDE	N	Mean	Std. Deviation	Std. Error Mean	df	t-value
	R						
PRE TEST TOTAL SCORE	Boys	60	48.80	8.820	1.139	118	.267
	Girls	60	49.23	8.954	1.156		

Table 1.10 Post-Test of Gender Difference in Awareness Related to Peace Components in Control Group

Group Statistics							
	GENDER	N	Mean	Std. Deviation	Std. Error Mean	df	t-value
POST TEST TOTAL SCORE	Boys	60	48.93	7.076	.913	118	.933
	Girls	60	50.32	9.049	1.168		
a. GROUPS = Control							

FINDINGS OF THE RESEARCH

From content analysis of both the social studies books, it was clearly visible that the peace components which can be drawn out from the content and can be developed among the students include all the ten peace components as given by UNESCO.

The peace component which occurs the most is learning to live together (04), which social sciences at any stage must focus on. It follows developing critical thinking (07) which is necessary for an individual for living in a group and contributing as a part of society. The third element found in abundance is respecting human dignity (05). At fourth position is building peace in community (09) followed by 'Be compassionate and do no harm(02)'. Think positive (01) and care for the planet (10) come next in the order. Discover inner peace (03) is also found to some extent. The components Be your true self (06) and resolve conflict non violently (08) are found in traces. The last element Yoga & meditation though is not a party of social sciences curriculum but plays a very important role in developing peace components among the students. So ,separate Yoga & meditation sessions were held to develop calm, peace, contentment of mind and soul among the students.

The transaction strategies of peace components existing in social studies curriculum of class IX are explored and are applied to Experimental group It includes enriched daily classroom

interaction and relevant co-curricular activities. A Questionnaire of Peace component was prepared and applied to check the awareness of the students. On the basis of the results following conclusions can be drawn-

HYPOTHESES 1: There is no significant difference in awareness related to peace among the students of social studies class 9th in experimental group and control group.

In Pre-Test results for experimental and control group T critical value from the table for 238 df (Table 1.1) is 2.58. Our calculated value is .233 which is less, therefore is insignificant. That means in Pre-Test no significant difference is observed between Experimental and Control group.

T critical value for Post- Test results for experimental and control group from the table for 238 df (Table 1.2) is 2.58 at 0.01 level of significance. Our calculated value is 9.352 which is more, therefore is significant.

So Hypothesis 1 is rejected. Hence, there is a significant difference in awareness related to peace components among the students who are taught in experimental group and control group.

HYPOTHESES 2: There is no significant locale difference in awareness related to peace among the students of social studies class 9th in experimental group and control group.

In experimental group Pre- Test results for rural and urban t critical value from the table for 118 df (Table 1.3) is 1.470 which is less than table value and is insignificant So, it can be inferred that location of 9th class students does not contribute negatively or positively in the awareness of peace components. For Post-Test t value is calculated to be 2.122 (Table`1.4) which is greater than the table value 2.62 at 0.01 level of confidence therefore is significant. Hence, the experimental group has shown a significant positive change in the level of awareness of peace component through designed transactional strategies in social studies.

In control group Pre- Test results for rural and urban t critical value from the table for 118 df (Table1.5) is 0.555 which is less than table value and so is insignificant. Therefore, it can be inferred that location of 9th class students does not contribute negatively or positively in the awareness of peace components. For Post-Test t value is calculated to be 0.392 (Table 1.6) which is less than the table value 2.58 at 0.01 level of confidence therefore is insignificant. There is no significant difference in the awareness related to peace components between rural and urban 9th class students of control group of social study.

From the above discussion it can be inferred that a difference is found in the results of experimental and control group therefore, Hypothesis 2 is rejected. Hence, there is a significant

locale difference in the awareness of peace components among the students who are taught in the experimental group as compared to control group.

HYPOTHESES 3: There is no significant gender difference in awareness related to peace among the students of social studies class 9th in experimental group and control group.

In experimental group Pre- Test results for boys and girls t critical value from the table for 118 df (Table1.7) is 1.298 which is less than table value and is insignificant.

For Post-Test t value is calculated to be 2.508 (Table1.8) which is greater than the table value 1.98 at 0.05 level of confidence therefore is significant. Hence, a significant difference is found in the awareness related peace components between boys and girls of experimental group of 9th class.

So, in the experimental group of 9th class students, a significant positive change in the awareness of peace components through designed transactional strategies in social studies is found. It can be inferred further that girl students of 9th class studying S.St has high score of awareness of peace components.

In control group Pre- Test results for boys and girls t critical value from the table for 118 df (Table1.9) is 0.267 which is less than table value and is insignificant.

For Post-Test t value is calculated to be 0.933 (Table1.10) which is less than the table value 2.62 at 0.01 level of confidence therefore is insignificant. Hence, no significant difference is found in the awareness related peace components between boys and girls of control group of 9th class.

From the above discussion it can be inferred that a difference is found in the results of experimental and control group therefore, Hypothesis 3 is rejected. Hence, there is a significant gender difference in the awareness related to the peace components among the students who are taught in the experimental group as compared to control group.

CONCLUSION

Social studies is that part of the school's general education programme which is concerned with the preparation of citizens for participation in a democratic society. Conceptions of peace span religions and culture, incorporating such values as security and harmony as well as justice and human dignity. Thus the current research paper is a pragmatic analysis with objective to assess, explore and identify the basic components of peace in the social studies text books of class 9th prescribed by the P.S.E.B. Research by examining hypothesis concluded that both the Social

Studies books of class IX of Punjab School Education Board do contain all the ten peace components which when transacted properly has led to the development of greater awareness among the students in the experimental group. It is further found that a significant locale difference and a significant gender difference is also found between the two groups.

The place of social studies as an instrument for global peace cannot be overemphasized. Social studies as a discipline/subject for correcting ills of society has a broad curriculum to accommodate contemporary issues like global peace because it has the potentialities to promote and foster communal, national and global. Therefore, countries must place emphasis on incorporating social studies in their school curriculum or review the existing social studies curriculum to accommodate courses such as multicultural education and international education. Moreover, social studies teachers and other practitioners should be trained and retained to be adequately equipped and informed to preach this gospel of peaceful living among nations of the world.

REFERENCES

1. Aggarwal , J.C.(1992). *Theory and Principles of Education*. New Delhi: Vikas Publishing House Pvt. Limited.
2. Allen, D. (2007). *Mahatma Gandhi on Violence and Peace Education*. Philosophy East and West. 57, 3.
3. Arora, Swati. (2013). *Study of Peace Education as Reflected in the Social Studies Curriculum at Higher Level of Punjab School Education Board*. M.Ed. Dissertation. Amritsar, Guru Nanak Dev University.
4. Blake, N. (1985). *Peace Education and National Security*. Journal of Philosophy of Education, 190.
5. Bose, A. (1985). *Ethos of Peace in The Cultural History of India*. New Frontiers in Education, 15 (4), 56-62. News, 37 (3), 1-2.
6. Burns, R.J. and Aspeslagh, R. (1996). *Three Decades of Peace Education Around the World, And Anthology*, New York (Garland).
7. Chakrabarti M. (1997). *Value Education: Changing Perspectives*. New Delhi: KanishkaPublishars.
8. Chaudhari, U. S. (1999). *Peace Education: Beating Swords into Plough Shares*. University News. 37 (3), 1-2.
9. Galtung, J. (1969) .*Violence, Peace and Peace Research*. Journal of Peace Research. No. 3
10. Odejobi, C.O. and Adesina A.D.O .(2009) *Peace Education and the School Curriculum*. Nigeria. Ile-Ife. Obafemi Awolowo University. 6 (4 & 5). 217-223.
11. Prasad, S. N. (1996). *Books on Peace Education*. University News, 34 (7), 8-12.(6), 5-6.
12. Rathenow. H. F. and Weber, N. H. (1984). *Peace Education as a Task for Teacher-Training at the University*. Gandhi Marg, 6 (48), 380-384.
13. UNESCO. (1972). *Learning to be: The World of Education: Today and Tomorrow*, Paris. UNESCO Regional office.
14. UNESCO.(2005). *Peace Education. Framework For Teacher Education*. New Delhi India.Pg.9,17,18,19

WEBLIOGRAPHY

- (i) <http://CAL Digests communicative language teaching An Introduction And Sample.html>
- (ii) www.jasonbeale.com/essay_pages/clt.essay.html
- (iii) [www.btinternet.com/ ted.power/teflindex.html](http://www.btinternet.com/ted.power/teflindex.html)
- (iv) <http://itself.org/Articles/Belchamber.CLT.html>
- (v) <http://Exchanges.State.gov/Education/Home>
- (vi) <http://iosrjournals.org>
- (vii) <http://books.google.com>
- (viii) <http://pseb.ac.in>
- (ix) <http://ssapunjab.org>
- (x) <http://punjab.gov.in>
- (xi) http://www.icomos.org/unesco/unesco_constitution.htm