ROLE OF SCHOOL SUBJECTS IN DISSEMINATING PEACE COMPONENTS

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ABSTRACT

Peace embodies the joy of living. Peace is that which mandates the practice of values such as love, truth, justice, equalities, tolerance, humility, togetherness and self-control. For this study the students on the rolls of class 8, 9 and 10 of Kalaburagi city of Karnataka form the universe. Five percent of students were randomly chosen for data collection. The investigator in this study stunned to see that large number of the respondents were not aware of the peace components viz., Empathy, Endurance, Compassion, Co-operation, Courage, Hopefulness, Humility, Kindness, Kindness to Animals, Love for Nature, Positive Thinking and Respect for all Religions through their subjects of study and social media. Therefore the investigator suggested that the while designing curriculum for the secondary students the emphasis should be made on the unnoticed components of peace education by the large number of respondents as these components play a vital role in making peaceful and democratic society.

Keywords: Peace Components, School Subjects, Social Media.

INTRODUCTION

Since the inception of human life to till the globalisation era the growth of civilisation substantially flourished through conflict of civilisation as compared to unity of civilisation. People’s race for their need, greed and optimisation with authorisation consecrated two world wars to the human society. Resulted the intellectuals across the globe thought of peace, peace, peace, .....Since then they encounter two challenges viz., to understand about global most hunted word peace and how to spread the peace among the people of a generation and a generation to another generation.

Singe the ages, the religions, the philosophers, the intellectuals, the institutions and the constitution opined and or defined about peace. Goutham Buddha opines to enjoy good health, to bring true happiness to one’s family to bring peace to all one must first discipline and control one’s own mind. In the words of Swami Vivekananda, where there is no peace there is no limit of sufferings while as Sri Aranindo says the peace should not be grave of joyless there should be nothing grave in it .... when the mind is silent there is peace and in the peace all things that are divine can come. J.Krishnamurthy felt peace is not the denial of war, peace is the state of being in which all conflict and all problems have ceased....understanding of mind is the beginning of peace. As per UNESCO constitution, since war begins in the mind of men it is in the mind of men that the defences of peace must be constructed. The same species that invited war is capable of investing peace. The responsibility lies with each of us.

The meaning and need of peace to be spread among all communities, races, classes of society absolutely vested on modern education system. The surfaced modern political system (democratic) has shown path and direction of the society through this modern education system. Even after 68 years of Independence in our country the peace, a by-product of modern education system is surfacing through the electronic and print media. It is astonished to note that the students have been
involving in suicidal cases, unaccepted actions, immoral activities, direct or indirect involvement in anti-social activities were increasing in day to day life as it is an unhealthy sign to the modern society. Therefore there is in dire need of peace education in enhancing the relation between the students’ community and modern education system and society. Hence the present study “Role of school subjects in disseminating peace components”.

Harris (2004) in his article stated that positive peace is a condition where non-violence, ecological, sustainability and social justice remove the cause of violence.

King (1957) concluded in his article true peace is not merely the absence of some negative force - tension, confusion, war. It is the present of some positive force – Justice, Good will and Brotherhood.

Sarala Kumari (1996) in her study found that the text book contain traditional and based aptitudes towards women, the teachers and students are not carried away by those ideas as they expressed positive attitude towards the position of women in the society.

Neerja Dhankar (1995) concluded in her study concluded that aesthetic, religious, cultural values are being imparted to the students in the school. Awareness towards current problems of the society is not being given due emphasis.

Ramjee Dubay (1991) in his critical study found that the value education was being imparted in senior secondary schools of Delhi not in a well planned and uniform manner.

**OBJECTIVE**

The objectives of the present study are

1. To study and identify the peace components of peace education.
2. To identify the components of peace which have been infused and integrated among students through school subjects.
3. To identify the components of peace which have been infused and integrated among students through miscellaneous education.
4. To identify the components of peace which have been infused and integrated among students through the social media.

**METHODOLOGY**

For this study the students on the rolls of class 8, 9 and 10 Kalaburagi city of Karnataka form the universe. Five percent of students were randomly chosen for data collection. Data is collected through questionnaire. The collected data was classified and tabulated according to the requirements of the objectives. The study period for data collection is October 2016. Simple statistical methods i.e., averages, percentages are used to analyse the data.

**PEACE COMPONENTS AND PEACE EDUCATION**

The term peace in the present work implies the ability to respond to the surrounding suffering and others need in ways that affirm faith in the light beyond the darkness. Peace embodies the joy of living. Peace is that which mandates the practice of values such as love, truth, justice, equalities, tolerance, humility, togetherness and self-control.

The components of peace were selected from the list of values as suggested by the NCERT documents and UNESCO APNIEVE handbooks for teacher education. The Integrated components for the study as mentioned in the Table - 1.
Table – 1 List of Peace Components for the Study

<table>
<thead>
<tr>
<th>Peace Components</th>
<th>Languages</th>
<th>Sciences</th>
<th>Social Sciences</th>
<th>Miscellaneous</th>
<th>Social Media</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Eng</td>
<td>Hi</td>
<td>Sk</td>
<td>Math</td>
<td>Phy</td>
</tr>
<tr>
<td>Appreciation</td>
<td>54 40 11</td>
<td>28 11 14</td>
<td>14 14</td>
<td>48 41 17 17 17</td>
<td>13 20 18 18 20</td>
</tr>
<tr>
<td>Calmness</td>
<td>17 7 7 6</td>
<td>16 13 6 3 13</td>
<td>11 6 13 10</td>
<td>8 11 6 7</td>
<td>4 5 5 7</td>
</tr>
<tr>
<td>Caring</td>
<td>25 19 6 4</td>
<td>8 8 7 7 10</td>
<td>7 7 10 7</td>
<td>3 5 7 9</td>
<td>10 12 7 7</td>
</tr>
<tr>
<td>Compassion</td>
<td>7 7 4 6</td>
<td>6 5 6 4 12</td>
<td>10 5 3 6</td>
<td>7 3 3 2</td>
<td>5 7 5 5</td>
</tr>
<tr>
<td>Cooperation</td>
<td>6 8 3 10</td>
<td>3 10 2 2</td>
<td>6 5 7 3</td>
<td>11 2 4</td>
<td>15 9 5 5</td>
</tr>
<tr>
<td>Courage</td>
<td>11 7 2 3</td>
<td>3 3 3 6 19</td>
<td>7 4 5</td>
<td>2 2 1 3</td>
<td>13 6 10 3</td>
</tr>
<tr>
<td>Creativity</td>
<td>13 12 6 7</td>
<td>4 5 13</td>
<td>14 6 5 9 18</td>
<td>20 5 8 12</td>
<td>14 11 11 5</td>
</tr>
<tr>
<td>Deep sense of Responsibility</td>
<td>17 10 6</td>
<td>11 12 7 6</td>
<td>13 19 11 9</td>
<td>6 9 3 6</td>
<td>11 2 7 5</td>
</tr>
<tr>
<td>Democratic Spirit</td>
<td>18 12 5</td>
<td>5 7 7 6</td>
<td>11 21 12 8</td>
<td>7 6 2 6</td>
<td>13 9 9 11</td>
</tr>
</tbody>
</table>

Source: www.ncert.nic.in

Table-2 explains the distribution of respondents by the peace components which most influenced by the subjects of study and social media. The peace components Appreciation, Patriotism and Universal Love were found in English by 54 percent, 35 percent and 34 percent of the respondents respectively while as the peace components found least in the same subject were Motiveness (2%), Positive Thinking (6%), Endurance (6%) and Co-operation (6%).

In Hindi, the majority of the respondents found the peace components were Appreciation (40%), Patience (29%), Spirituality (28%) and Wisdom (28%) and the least number of respondents come across the peace components were Endurance (4%), Motiveness (4%) and Hopefulness (6%).

In Sanskrit, the majority of the respondents found the peace components were Universal Love (17%), Forgiveness (15%), Trust (15%) and Politeness (14%) and the least number of respondents come across the peace components were Love for Nature (1%), Courage, Humility, Love & Affection, Motiveness and Patience of each 2%.
he slightest number of components were Spirituality (24%), Self Control (24%) and Both Sharing and Self Respect (23%) and the slightest number of respondents come across the peace components were Kindness (1%), both Humility, Politeness, Respect for all Religions (2%) and Love & Affection, Endurance and Courage (3%).

In Mathematics, the widely held of the respondents found the peace components were Appreciation (28%), Simpathy (28%) and Both Sharing and Self Respect (28%) and while as the least number of respondents come across the peace components were Kindness (1%), both Humility, Politeness, Respect for all Religions (2%) and Love & Affection, Endurance and Courage (3%).

In Physics, the trendy of the respondents found the peace components were Spirituality (24%), Self Control (19%) and Forgiveness (17%) and while as the least number of respondents come across the peace components were Kindness (1%), Equality and Politeness (2%) and Humility (3%).

Source: Primary Data

Figures in table represent percentage to total respondents.

In Mathematics, the widely held of the respondents found the peace components were Appreciation (28%), Simpathy (28%) and Both Sharing and Self Respect (28%) and the slightest number of respondents come across the peace components were Kindness (1%), both Humility, Politeness, Respect for all Religions (2%) and Love & Affection, Endurance and Courage (3%).

In Physics, the trendy of the respondents found the peace components were Spirituality (24%), Self Control (19%) and Forgiveness (17%) and while as the least number of respondents come across the peace components were Kindness (1%), Equality and Politeness (2%) and Humility (3%).
In Chemistry, the trendy of the respondents found the peace components were Spirituality (19%), Endurance (16%) and Forgiveness (15%) and while as the least number of respondents come across the peace components were Kindness, Patriotism (1%), Love for Nature, Patience (2%) and Kindness to Animals, Respect for all Religions (3%).

In Biology, the mainstream of the respondents found the peace components were Forgiveness (21%), Politeness (17%) and Appreciation, Self Control and Spirituality (14%) and while as the least number of respondents come across the peace components were Kindness, Patriotism, Endurance (1%), Co-operation (2%) and Sharing, Love for Nature, Love & Affection, Equality and Calmness (3%).

In History, the majority of the respondents found the peace components were Appreciation (48%), Patience, Politeness (27%) and Forgiveness (26%) and the least number of respondents come across the peace components were Co-operation (2%), Love for Nature, Kindness to Animals (3%) and Spirituality (6%).

In Civics, the majority of the respondents found the peace components were Appreciation (41%), Equality, Trust (30%) and Forgiveness, Patience (29%) and the least number of respondents come across the peace components were Love for Nature (2%), Love & Affection, Kindness to Animals (2%) and Spirituality, Creativity, Co-operation (6%).

In Economics, the majority of the respondents found the peace components were Forgiveness (33%), Politeness (23%) and Sharing (18%) and the least number of respondents come across the peace components were Empathy (1%), Love & Affection (2%) and Love for Nature, Kindness to Animals, Humility, Freedom (3%).

In Geography, the majority of the respondents found the peace components were Equality (29%), Sharing (20%) and Appreciation (17%) and the least number of respondents come across the peace components were Forgiveness (1%), Patience, Love & Affection, Kindness to Animals, Empathy (2%) and Compassion (3%).

In Music, the majority of the respondents found the peace components were Universal Love (27%), Trust (26%) and Love & Affection (21%) and the least number of respondents come across the peace components were Patience, Love for Nature, Kindness to Animals, Humility, Empathy, Courage (2%) and Co-operation (3%).

In Art, the majority of the respondents found the peace components were Love & Affection (26%), Trust (22%) and Appreciation (20%) and the least number of respondents come across the peace components were Empathy (0%), Patience, Love for Nature, Equality, Courage (2%) and Kindness to Animals (3%).

In Socially Useful Productive Work (SUPW), the majority of the respondents found the peace components were Appreciation (18%), Calmness, Honesty (11%) and Spirituality (18%) and the least number of respondents come across the peace components were Empathy (0%), Respect, for all Religions, Patriotism, Courage (1%).

In Computers subject, the majority of the respondents found the peace components were Appreciation (18%), Respect for all Religions, Trust (16%) and wisdom (14%) and the least number of respondents come across the peace components were Patriotism, Empathy (0%), Humility (1%) and Patience, Love for Nature, Kindness to Animals, Kindness, Compassion (2%).

Through Films, the majority of the respondents found the peace components were Patience (31%), Patriotism, Trust (28%) and Hopefulness, Universal Love, Wisdom (22%) and the least number of respondents come across the peace components were Empathy (2%), Kindness to Animals (3%) and Equality (4%).

Through Face book, the majority of the respondents found the peace components were Appreciation, Universal Love (23%), Respect for all Religions (22%) and Patience, Trust (21%) and the least
number of respondents come across the peace components were Empathy (0%), Love for Nature, Deep Sense of Responsibility (2%) and Hopefulness (3%).

Through Whatsapp, the majority of the respondents found the peace components were Love & Affection (28%), Trust, Wisdom (23%) and Universal Love (17%) and the least number of respondents come across the peace components were Love for Nature, Kindness to Animals (2%), Forgiveness (3%) and Hopefulness, Honesty, Empathy (4%).

Through Internet, the majority of the respondents found the peace components were Equality (20%), Patriotism, Wisdom (19%) and Self Control, Sensitivity, Trust (18%) and the least number of respondents come across the peace components were Humility, Hopefulness, Empathy (2%), Love for Nature, Kindness to Animals, Forgiveness, Courage (3%).

Table - 3 explains the distribution of respondents by the peace components which most influenced by the different domains of study and social media.

In the domain of languages, the majority of the respondents found the peace components were Appreciation (35.00%), Universal Love (24.67%) and Politeness (23.00%) and the least number of respondents stumble upon the peace components were Motiveness (2.67%), Positive thinking and Endurance (4.67% each) and Co-operation (5.67%).

In the domain of Sciences, the majority of the respondents found the peace components Spirituality (19.00%) Self Control (18.25%) and Appreciation (16.75%) and the least number of respondents come across the peace components were Kindness (1.00%), Patience (2.50%) and Patriotism (2.75%).

Table – 3: Distribution of percentage of respondents by the peace components which most influenced by the different domains of study and social media

<table>
<thead>
<tr>
<th>Peace components found in</th>
<th>Languages</th>
<th>Sciences</th>
<th>Social Sciences</th>
<th>Miscellaneous Subjects</th>
<th>Social Networks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciation</td>
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<td>31</td>
<td>17</td>
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<td>Calmness</td>
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<td>10</td>
<td>11</td>
<td>9</td>
<td>5</td>
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<tr>
<td>Caring</td>
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<td>Compass</td>
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<tr>
<td>Courage</td>
<td>7</td>
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<td>8</td>
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<tr>
<td>Creativity</td>
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<td>7</td>
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<tr>
<td>Deep Sense of Response</td>
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<td>9</td>
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<td>6</td>
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<tr>
<td>Democratic Spirit</td>
<td>12</td>
<td>6</td>
<td>13</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Empathy</td>
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<td>1</td>
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<td>Endurance</td>
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<td>Honesty</td>
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<td>6</td>
<td>7</td>
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<td>Kindness to Animals</td>
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<td>3</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
In the domain of Social Sciences, the majority of the respondents found the peace components were Appreciation (30.75%), Equality (18.25%) and Politeness (23.25%) and the least number of respondents come across the peace components were Kindness to Animals (2.50%), Love for Nature, Love & Affection (3.25%) and Co-Operation (5.00%).

In the sphere of Miscellaneous subjects, the majority of the respondents found the peace components were Appreciation (17.25%), Trust (17.00%) and Universal Love (14.5%) and the least number of respondents come across the peace components were Empathy (0.50%), Patience, Courage (2.00%) and Love for Nature, Kindness to Animals (2.25%).

Through the domain of Social Media, the majority of the respondents found the peace components were Trust (22.50%), Wisdom (21.00%) and Universal Love (19.00%) and the least number of respondents come across the peace components were Empathy (1.70%), Kindness to Animals (3.25%) and Love for Nature (3.50%).

CONCLUSION

The investigator found that the majority of the respondents found the peace components through their school subjects and social media were Appreciation, Forgiveness, Love & Affection, Equality, Patience, Patriotism, Politeness, Self Control, Self Respect, Sharing, Spirituality, Trust, Universal Love and Wisdom.

But the investigator stunned to see most of the respondents were not aware of the peace components viz., Empathy, Endurance, Compassion, Co-operation, Courage, Hopefulness, Humility, Kindness, Kindness to Animals, Love for Nature, Positive Thinking and Respect for all Religions through their subjects of study and social media.

Therefore the investigator suggested that while designing curriculum for the secondary students the emphasis should be made on the unnoticed components of peace education by the large number of respondents viz., Empathy, Endurance, Compassion, Co-operation, Courage, Hopefulness, Humility,
Kindness, Kindness to Animals, Love for Nature, Positive Thinking and Respect for all Religions as these components play a vital role in making peaceful and democratic society.

REFERENCES


