

Chapter - V

Summary, Conclusion and Suggestions

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SUMMARY, CONCLUSION & SUGGESTIONS

The present study was planned to investigate the effectiveness of UNESCO suggested activities for peace education in terms of achievement of Class-VII students. In this chapter, discussion on findings, summary and conclusions are presented on the basis of interpretation of the data given in the chapter-IV.

5.1.0 Findings

The following findings flow from the interpretation of data presented in the previous chapter.

- 1 a) UNESCO suggested activities were found to be effective in terms of achievement in peace education of Std. VII students.
- b) There was significant effect of treatment on reaction of students towards activities suggested by UNESCO for peace education.
2. It was found that the adjusted mean scores of peace education of boys and girls of Std. VII did not differ significantly, when their pre-test scores of achievement in peace education was taken as covariate.

5.2.0 Effectiveness of UNESCO Suggested Activities in Terms of Achievement in Peace Education

The first (a) objective of the present study was to study the effectiveness of UNESCO suggested activities for full form in terms of achievement of students of Class-VII.

UNESCO suggested activities for full form were found to be effective in terms of achievement of students on a criterion test. As mentioned in the Chapter-I ten activities namely.

1. Guess the Person.
2. A Mother Bird's Cry.
3. Watching with Silent Mind.
4. Constructing Lines.
5. Number Puzzle
6. He is My Brother
7. My Greatest Fear
8. Count Squares
9. The Story of Two Donkeys
10. Saving Water

Were employed. During the activities, teacher guided the students from one activity to other. In all these activities, the climate of classroom was open, co-operative and encouraging a scope of good deal of student's performance. The students were found active in the class. Because the students had to participate in the activities. To perform these activities. Students remained attentive and active in the class.

Thus the UNESCO suggested activities were found to be effective in terms of students achievement in Peace Education.

5.3.0 Reaction of Students Towards the Activities For Peace Education

The first (b) objective of the present study was to study the reaction of the students towards the activities suggested by UNESCO for Peace Education.

5.5.0 Summary

Summary of the Study is given under following captions.

5.5.1 Introduction

Violence is emerging in an unprecedented manner in human society. Looking at the world, today, any sensible person feels disheartened and ever horrified to see the kind of violent acts being committed by man against man and nature. It is sad to realize that we live in an era of unprecedented violence in the form of terrorism, war, crimes, injustice, oppression and exploitation amidst seemingly outward development enjoyed by a few. The majority of mankind lives in stark poverty struggling for bare survival. There is so much disorder and confusion in the society man has built for himself.

The saddest part of this is that a state of disorder and confusion in the society is affecting the children's innocent minds. Children naturally absorb the spirit of violence in the atmosphere and will soon grow to be the next generation of perpetrators of violence. Therefore the need to nurture peace in the hearts of children are arisen an urgent issue to be addressed.

The concept of peace education is a gift to whole society from UNESCO. The educationist, gathered from India, Pakistan, Bhutan, Maldives, Sri Lanka and Nepal at the conference on curriculum developed in peace Education organised by UNESCO in January 2001 in Colombo, accepted that Peace Education should be an integral part of general education.

From long time teaching is done by traditional method. Due to this students are becoming only examination oriented. The joys of learning are going away from them. If we teach them by the activities determined by UNESCO, it will be interesting for them. That's why I have chosen the area of peace education.

N.C.F. 2005 also focus Peace Education. According to NCF 2005 peace education must be a concern that permeates the entire school life, curriculum, co-curriculum, classroom environment, school management, teacher-pupil relationship, teaching-learning process and the entire range of school activities. Hence it is important to examine the curriculum and examination system from the point of view of how they may contribute to children's sense of inadequacy, frustration, impatience, insecurity. Also the need to consciously counter the negative influence of the increasing violence around them and its representation in the media, on the minds of children and in its place promote a reflective engagement with more meaningful aspect of living an ethical and peaceful life. Education in true sense should empower individuals to clarify their values, to enable them to take conscious and deliberate decision, taking into consideration, the consequences of their actions, to choose the way of peace rather than violence, to enable them to be makers of peace rather than only consumers of peace.

5.5.2 Rational of the study

Nowadays violence is emerging in all ways in human society, on large scale. In such a condition everyone should thought about the preventive measure of violence. Peace education is the best way to avoid it.

Peace education will improve human relation between teacher student, teacher – teacher, student – student etc. It also helps to develop good attitudes in students and teachers, for example co-operation, mutual respect. It helps to develop discipline and moral behaviour, healthy emotional development in students. It also facilitate socialization through participation in interactive and co-operative learning activities. It develops creativity in both, students and teachers. It improves qualities of teaching and learning.

So, it is important to introduce Peace Education in curriculum.

5.5.3 Statement of Problem

"Effectiveness of UNESCO Suggested Activities for Peace Education in Terms of Achievement of Class-VII Students".

5.5.4 Defining the Key Terms

UNESCO Suggested Activities

UNESCO has decided 100 activities for developing Peace in Students in 2001. Out of that 10 activities were selected for present study.

1. Guess The Person

In this activity students write any type of comments on a classmate and rolls it up and hands it to the teacher. After collecting that teacher opens one by one and reads that comment. At the same time students indicate their classmate who deserves that quality.

This is the activity for encouraging affirmation of each other and for building up self-esteem.

2. A Mother Bird's Cry

This is the activity about sustaining from harming creature.

In this activity teacher first discuss the cruel acts, children do to creature. After getting their answer, teacher tells one story of parrot having nest on a tree in school yard. childrens throw stones for fun aiming at the nest. The mother bird is sad at the cruelty of these children. After telling this story teacher asks the children to write an appeal by the mother bird not to hurt her babies.

By this activity creative writing skill and empathy develops in students.

3. Watching with Silent Mind

In this activity teacher takes the children in silent natural surrounding and let them select an object of nature (tree, plant, ground, sky, cloud etc.)

Then children feels every experience of nature, listen songs of birds, enjoy sunlight, feel freshness of the breeze. Then teacher does short discussion with children about their experience in nature.

This is the activity about awareness, Attention and soothing the mind.

4. Constructing Lines

In this activity teacher takes children into open air and divided into two groups and asks them to construct a line all that material available in your own group. He does not let them to take any material from outside. The group that will construct longest line will be the winner. Children first feel odd. Then they collect their own material that they have egs. handkerchiefs, belts, shoelaces etc.

This is the activity for experiencing the spirit of co-operation.

5. Number Puzzle

In this activity teacher divides class into groups, each students of each groups becomes observer and remaining students have to solve the puzzle by dividing square into three parts each containing numbers totaling 15. The observer makes notes of each behaviour, on completion of puzzle teacher asks each observer to present study of group behaviour.

This is the activity about co-operative problem solving and experiencing working in group.

6. He is My Brother

In this activity teacher narrates a story of one class to students.

He said that one teacher asked his students. "How do we know in a night that morning has dawned?" His students thought a while and answered one by one "When we see trees, roads,

animals". The teacher was not happy by their answers. Finally he answered them "When you can see another human being as your own brother then morning will be dawned".

This is the activity for valuing human brotherhood.

7. My Greatest Fear

In this activity teacher divides the class into group of six. Gives them a topic which they afraid of egs. Darkness of night, getting lost in town, heavy rain etc.

Then teacher asks the group to use their imagination about the things that can happen to them in that area. Students note down the list and present to the class.

This is the activity about self discovery.

8. Count Squares

In this activity teacher makes a diagram of squares on the board and asks the students to count individually within 5 min. and then asks the students to prove that their counted number is correct.

This is the activity that helps to understand that individuals have different perspective.

9. The Story of Two Donkeys

In this activity teacher tells the children a story of two donkeys struggled for grass and straw. In the try of getting their food sometimes injured also and lastly by mutual understanding

and cooperation they resolve their conflict and get the food by sharing.

This is the activity about understanding that conflicting parties can resolve their problems through mutual discussion.

10. Saving Water

In this activity teacher asks children many uses of water and asks to list them on blackboard. Then students go into groups and discuss about 'saving the water'. They present the summaries to the class. Every presentation is followed by a brief discussion. They make a guide to save water in given places. Each group present the guide they have prepared to the class. A brief discussion is followed with each presentation.

This is the activity that helps to learn our civil responsibilities for saving water.

5.5.5 Objectives of the Study

The study was addressed to the following major objectives -

1. To study the effectiveness of activities suggested by UNSCO for peace education in terms of -
 - a) Achievement in Peace Education of students of standard VII &
 - b) Reaction of the students of std. VII towards the activities suggested by UNESCO for peace education.

2. To compare the adjusted mean scores of peace education of boys of girls of VII std. by taking pre-test scores of achievement in peace education as covariate.

5.5.6 Hypothesis

1.
 - a) There will be no significant effect of treatment on achievement of std. VII students in Peace Education.
 - b) There will be no significant effect of treatment on Reaction of students towards activities suggested by UNESCO for peace education.
2. There will be no significant difference between the adjusted mean scores of Peace Education of boys and girls of Std. VII, when their pre-test scores of achievement in peace education are taken as co-variate.

5.5.7 Sample

As the time was short at the disposal of the experimenter, so purposive sampling method was adopted. It included only one school of Karjane. 50 students were taken from Std. VII from the school. In that group there were 10 girls and 40 boys.

5.5.8 Design of the Study

The present study was experimental in nature. Pre-test, post-test single group design was employed.

5.5.9 Tools

- 1) Criterion test was developed by the investigator for the purpose of the measuring achievement of students in peace education.

- 2) Reaction scale was developed by investigator to determine reaction of students towards the activities suggested by UNESCO for Peace education.

5.5.10 Procedure of Data Collection

Data was collected with the help of tools described. Test for Peace Education and Reaction scale towards the peace education were developed by the investigator and were administered to the students.

Data collection include the test before and after the treatment which were conducted as presented ion the table 3.3

5.5.11 Statistical Techniques Used

The statistical technique used in the present study for analysing the data are given objective – wise as under –

- 1)
 - a) For studying achievement in Peace Education T test was used.
 - b) For determining the reaction of students towards activities x^2 was used.
- 2) For comparing achievement of boys and girls of standard VII, 2 x 2 factorial design ANCOVA of unequal cell size was used.

5.5.12 Findings

The following findings flow from the interpretation of data presented in the previous chapter.

1.
 - a) UNSCSO suggested activities were found to be effective in terms of achievement in Peace Education of Std. VII students.
 - b) There was significant effect of treatment on Reaction of students towards activities suggested by UNESCO.

2. It was found that the adjusted mean scores of Peace Education of boys and girls of Std. VII did not differ significantly, when their pre-test scores of achievement in Peace Education were taken as covariate.

5.5.13 Delimitation of the Study

The experiment was conducted under following constraints –

- a) It was limited only to the VII std. of Marathi medium school of Maharashtra
- b) Treatment was given only for 10 days.
- c) Only some selected activities were done not the all activities suggested by UNESCO.
- d) The experiment was conducted in the district of Jalgaon of Maharashtra.

5.5.14 Suggestions for Further Studies

Looking to the constraints under which the study was conducted, the findings do not warrant wide generalisation. It is, therefore, felt that replication of this study, on a large sample, is requisite to arrive at precise result. However studies may be undertaken on the following topics and themes.

- 1) Study may be conducted on the effectiveness of UNESCO suggested activities for Peace Education in terms of achievement for higher secondary level.
- 2) Study may be conducted on the effectiveness of UNESCO suggested activities for peace education in terms of developing laboratories values.

- 3) Studies can be conducted on different values of the students.
- 4) The study can be undertaken with large sample for precise result.
- 5) Rural environment can be consolidated with urban one for wider scope.
- 6) Findings can be validated with other values as well.
- 7) Textbook analysis must be undertaken to look into curriculum component, which reflect constitutional values.
- 8) Study may be conducted on a large sample of teachers of Kendriya Vidyalayas and missionary schools.
- 9) Similar study may be conducted by taking different categories such as income, training, religion etc.
- 10) Study may be conducted by taking the difference between the Elementary Private and Govt. School in the awareness level regarding values.

Peace Education has tremendous premise and potential for future. As schools and colleges of future will be increasingly asked to prepare children and youth to face emergencies and uncertainties in the complex society tomorrow. In order to enable students to cope with the challenges of change, the teachers must employ the activities for Peace Education in order to meet the future instructional needs of the students.