
Effect of Self-Instructional Module on Knowledge of Peace Values in Secondary School Students of Jammu Division

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Abstract

The state of Jammu and Kashmir is divisible into three regions viz. Jammu, Kashmir and Ladakh, each having distinct features of its own. Every region has its own culture, has its own social set up. Despite of cultural diversity, the state of Jammu and Kashmir comprises a unified integrated culture. Although, some elements of conflict always disturbing the social cohesion. The main root cause of conflict in the state of Jammu and Kashmir is always influenced by internal as well as external factors. This is a major threat to the peace of the state. Schools remain shutting down for so many days during the peak of insurgency. It resulted in the adverse impact on the education sector also as violent activities in the state have disturbed the education of the children of the state. So, keeping in view the prevailing situations in the state, the investigator has made an attempt to promote a dialogue of peace and to know whether the intervention of any such programme could bring out a change in the children in their perspectives of seeing the things. Thus, for this purpose the investigator prepared the Self Instructional Module and conducted an experiment to know the effectiveness of the

Self Instructional Module (SIM) in inculcating peace values among the children of the state and also presented the results of the same in the present paper.

Keywords: Effect, Self -Instructional Module, Peace Values

Introduction

According to J. Ruskin,

“Education does not mean teaching people to know that they do not know, it means teaching them to behave as they do not behave”.

The state of Jammu and Kashmir holds a peculiar position under the constitution of India. The constitution of India grants Jammu and Kashmir special autonomous area states as a temporary provision through Article 370. Jammu And Kashmir State is the only state which has its own constitution. The state of Jammu and Kashmir is divisible

into three regions viz. Jammu, Kashmir and Ladakh, each having distinct features of its own. Every region has its own culture, tradition and ways of living. Still all the three regions of the state are connected to each other in one way or another. One violent activity in any region of the state has great effect on the other regions of the state.

Since past many decades, the state Jammu and Kashmir has been impacted very badly due to prevailing violent and conflict situations. It's very usual to observe conflict situations in the state. Violence has affected the development scenario in the state of J&K. It has led to the killing of people, loss of security, destruction of infrastructure, disrupted schooling etc. Almost every section of the state has been affected by these kinds of disruptive activities. Social order has also been disturbed. It has disturbed the education sector too. These conflicts have developed an environment of Fear, trauma, hatred and insecurity among students. Children's ability is hindered by physical attacks and violence. Thus, peace education is the need of the hour in the schools of the Jammu and Kashmir state.

Value Education

“Education without values, as useful as it is, seems rather to make man a cleverer devil”

– CS Lewis.

Value education was necessary to prevent further erosion of traditional values (Association of Indian Universities, 2000, p.75). One of the most important reasons for reorientation of education for values is the fact that the prevalent activities practiced in schools by any large contribute to the unbalanced development of the child.

Need for value-based education must also be understood as why values must be inculcated in the youth? We can get the idea from prevailing situations in the society. School helps in imparting knowledge and also provides abundant opportunities for the growth of the child and enriches his experiences. It has a great impact on the personality of the child. School education is called as the foundation, which trains him for further higher education and then becoming a useful citizen. Advancements in science and technology have led to tremendous change in the attitude of students and their lifestyle and consequently the results are totally undesirable. Some of the view that the secular approach has led to the negligence of values as various schools

and colleges have neglected to practice the moral and religious thoughts whereas, others thought that it may be the impact of westernization and modernization which is responsible for the erosion of values. People are not connected to each other in their quest of material well-being. To give priority to materialism has given birth to the crisis of erosion of values.

Our present system of education lacks in value-based learning. Value-based education is an urgent need of the hour. Everyone must learn to respect family and must grow as respectful members of society, and fellow citizens. Though, the concern for value education is reflected in our key policy documents from time to time. After independence, the Secondary Education Commission (1952-53) emphasized on character building as the defining goal of education. The commission stressed “The supreme end of the educative process should be the training of the character and personality of students in such a way that they will be able to realize their full potentialities and contribute to the well-being of the community.”

The Education Commission of 1964-66 showed their concern by highlighting “absence of provision for education in

social, moral and spiritual values” as a serious defect in the curriculum. The Commission recommended that these values should be taught “with the help, wherever possible, of the ethical teachings of great religions.” They also agreed with the Sri Prakasa Committee Report, which recommended “direct moral instruction” for which “one or two periods a week should be set aside in the school time-table.”

The National Policy on Education (1986) expressed concern over “the erosion of essential values and an increasing cynicism in society”. It believed turning education into a “forceful tool for the cultivation of social and moral values.” According to them, Education should “foster universal and eternal values, oriented towards the unity and integration of our people”.

After that, The Programme of Action of 1992 also attempted to integrate the various components of value education into the curriculum of all stages of school education, including the secondary stage.

The National Curriculum Framework for School Education (NCF-2000), echoing the National Policy on Education (1986), lamented the “erosion of the essential, social, moral and spiritual values and an increase in cynicism at all levels.” Against

these conditions, the framework advanced a plea to integrate value education into the school curriculum emphasizing that “Schools can and must strive to resolve and sustain the universal and eternal values oriented towards the unity and integration of the people enabling them to realize the treasure within”.

Education socializes the individual and gives an idea as how to live and communicate with each other. Today education has many uses that not only give language knowledge, but also teaches as how to live in the society. Education instills values in people’s life. People will learn to respect each other and will not hurt the sentiments of others too. Whatever is learnt and imbibed through education will definitely determine that how students would live out their lives in future.

Role of Value Education

Though it is well known fact to all that the absence of values can lead to severe anti-social and anti-national consequences, still value education is not been given due importance in the school curriculum. It’s not been imparted seriously in the schools. It may be due to the reason that the teachers of the schools think that it is the responsibility

of the parents first to imbibe moral and ethical values in their children before entering into the schools and vice-versa. Moreover, values are something that cannot be taught but learnt gradually with the passage of time when the child comes in the contact with other members of the society. Outcomes are not immediately visible. Thus, schools play a role of bridge between home and society. Through school or college, children learn to live with each other in the society. Thus, here can be a good value system can be cultivated.

With the increase in the swiftness of life, variance in values has lead to serious impacts. Inner conflicts and cultural contradictions have intensified now. Education has to face these challenges everywhere. The important question, then, is about the appropriate approach to helping our youth develop the right values through education. Teaching values through moralizing and advice seems to be ineffective today; narrating stories has only momentary effect. One set of values are imbibed at home; the school environment and pedagogy project a completely different set. The modern communications and mass media offer an attractive and unrealistic package of lifestyle aspirations. Peer group

influences, political ideologies and celebrity lifestyles offer contrasting pulls and to the confusion in young, impressionable minds (Association of Indian Universities, 2000, p. 76).

The concern about value degradation is not a new issue of concern. It has threatened the peace and security of the individual. As peace and security are facing new challenges, that could impact negatively if we do not address them positively. *"If we are to reach real peace in the world, we shall have to begin with the children."*M. K. Gandhi (1869 -1948). The acquiescent years of youth in schools are critical. Even before independence such concerns were shown in policy documents. All the educators and policy makers have shown very much concern and taken this issue seriously and have been trying to recognize the latent of schooling, pinning their hopes on education to fulfill the aspirations and expectations. There a dire need was felt to have such an educational system which could culminate all such evils from the society and this has lead to the birth of the concept of peace and importance of peace education.

Theory of peace

Peace is word that is uttered almost as frequently as “truth,” “beauty,” and “love.” It may be just as elusive to define as these other virtues. Common synonyms for “peace” include “amity,” “friendship,” “harmony,” “concord,” “tranquility,” “response,” “pacification,” and “neutrality.” Likewise, the peace maker is the pacifier, mediator, intermediary, and intercessor. Any attempt to articulate the nature of peace and peacemaking, therefore, must address those conditions which are favorable to their emergence, freedom; human rights and justice are among such prerequisites. Reardon(1988) insists that “peace is the absence of violence in all its forms-physical, social, psychological, and structural.

The concept of peace cannot be isolated to any specific time or context place. The concept of peace is relevant to all times and all places contexts. Johan Galtung, the father of peace studies often refers to the distinction between ‘negative peace’ and ‘positive peace’ (e.g. Galtung 1996). Negative peace implies absence of violence. Positive peace is filled with all positive contents such as restitution of relationships, the creation of social systems that serve the needs of the whole population and the constructive resolution of conflict.

Peace does not refer to the total absence of any disagreement or conflict. It means the absence of violence in all forms and the description of conflict in a constructive way. Peace therefore exists where people are interacting non-violently and are managing their conflict positively – with respectful attention to the legitimate needs and interest of all concerned.

Peace Education

According to UN Resolutions 1998, *"culture of peace is an integral approach to preventing violence and violent conflicts, and an alternative to the culture of war and violence based on education for peace, the promotion of sustainable economic and social development, respect for human rights, equality between women and men, democratic participation, tolerance, the free flow of information and disarmament."*

Both peace and education are inseparable. Both plays equal important role in any civilization. There is no progress in the civilization without a system of education and no system can run successfully without having principles of peace in it. But, all of our system including school, family, society, community, institutions, surroundings and so many are becoming the victim of violent

activities. Schools have not remained the centre of peaceful learning. The atmosphere of the institutions is no more conducive to learning and becoming unsafe for the children. Therefore, there is a dire need to promote and establish peace and minimize violence and conflict in these institutions. Education is the mean to bring people, community, society and nation together. It works as a source of unity. It is important to recognize the role of education to build a culture of peace. Education for peace thus, seeks to reduce violence and promote peace-building through peace education.

Peace education, not merely just a movement but a theory itself is an education that promotes the culture of peace, is essentially transformative. It cultivates the knowledge base, skills, attitudes and values that seek to transform people's mindsets, attitudes and behaviors that in the first place, have either created or exacerbated violent conflicts. It seeks this transformation by building awareness, developing concern and challenging personal and social action that will enable people to live, relates and creates conditions and systems that actualize non-violence, justice, environmental care and other peace values (Castro & Galace, 2008).

Peace education is a process by which we can change our attitudes and behavior about violent conflicts, acquiring the values, the knowledge and developing the skill and behaviors to live in harmony with others. It is a means by which we can change our thinking and approaches. People need to understand the importance of peace education in the current prevailing situations but actually it's not happening. Peace is of utmost importance if one wants to live in harmony with oneself and with others too.

The state of Jammu and Kashmir has always been a state of conflict. There has been always a cloud of violence, hatred, injustice, damage, harm etc. In such atmosphere of fear and terror, need was felt to provide such educational dialogues which can escalate the feeling of unity, love, justice, inclusion, freedom, equality, cooperation and other values of peace among children. Thus, the investigator carried out an experiment to find out the results whether the intervention of any such peace programme could yield the desired atmosphere.

Aims of Peace education

The overall aim of Education for Peace is to help to build a peaceful world and to do so it aims:

- To understand the nature and origins of violence and its effects on both victim and executor.
- Eliminate the violence and conflicts caused by inequality, discriminations, human right violations, injustice etc.
- Investigates the causes of conflicts and violence embedded within perceptions, values and attitudes of individuals as well as within social and political structures of the society.
- Encourage the search for alternatives and possible non-violent skills.
- To develop values and skills in people in striving for the fullness of life.
- To create positive attitude in people.
- To develop positive behavior faces the problems and to able them to deal with conflict situations.
- To develop national as well as international understanding.
- To protect human rights.

This does not over here. The goal of education for peace is to build a lasting foundation for inter-group and inter-ethnic peace in those regions where war, terrorism, prejudice, rapid socio-economic and cultural

changes have created conditions of insecurity and conflict.

Objective of present study

The present study aimed to study the effectiveness of Self Instructional Module on knowledge of Peace Values.

Research methodology

Population

Population in the present study comprised of all secondary school (Government & private) students studying in schools of Jammu District.

Sample

Though the present study was experimental in nature, thus, for the selection of the sample, the investigator randomly selected 60 students from the secondary schools of Jammu district. The investigator selected two government and two private schools from the said District. 15 students from each school were selected as the sample of the study. The investigator employed experimental design for the present study.

Tool Used

The investigator developed Self-Structured Likert scale for the purpose of data collection in the present study.

Statistical Technique Employed

The investigator employed percentage, mean and standard deviation as well as t-test for the present study.

Administration of the Tool

The investigator administered the tools on secondary school students of Jammu Province. Then for the purpose of data collection; the investigator visited the various Secondary Schools of Jammu district. Before the process of data collection, the investigator sought the permission of the Principals of the concerned schools of investigation, and then met the teachers and students of Higher Secondary Schools.

In order to imbibe the knowledge of peace values among the students, the investigator designed a self Instructional Module for providing the knowledge of peace values to the students.

The SIM prepared for present study is in a booklet form. It comprises of detailed description of Peace Values, its importance, needs and related issues. This booklet

contains 5 units, which is sequentially arranged units of instructions. The proposal of the study was presented before the group of experts for thorough study. Suggestions given by the experts were incorporated in the module. Subjects were given a full explanation regarding the objectives of the study beforehand and were ensured about the confidentiality of their responses. Subjects gave their consents willingly.

The investigator conducted an experiment and adopted single group pre-test post-test design to determine the effectiveness of the module. Likert scale was administered before applying the module. After the application of designed module, post-test was also conducted to know the enhanced knowledge regarding peace values among the students. The post test was conducted after 2 days using the same tool to assess any enhancement in knowledge among the students. The Reliability of the tool was determined by conducting a split-half test using Spearman–Brown's prophecy formula which yielded 0.82. SPSS was used for the analysis of the data

Results

Table-1: Comparison of mean pre-test and post-test score and S.D with regard knowledge of importance of peace values to the secondary school students. (n=60)

The main purpose of the research was to study the effectiveness of self –Instructional Module on the knowledge of peace values. The study processed in three main phases. First of all, at the pre-test phase, the investigator has given scale of values to students to rate against their preferences with regard to the knowledge of peace values. In the second phase, intervention was provided through Self-Instructional Module. In the last phase of post-test, the investigator again asked the students to fill up the same scale of values.

The results revealed that Majority of the students (i.e. 63.7%) had average knowledge about the importance of peace values but after the administration of the Self Instructional Module, majority of the students had very good knowledge about the importance of peace values. Before the administration of the self instructional module the mean score at pre-test knowledge was 19.05 with an SD of 1.528 while the mean score at post-test knowledge was 33.61 with SD of 3.724. The calculated t-value was 21.432 ($P < 0.001$). (as shown in Table- 1)

Knowledge of peace values	Mean	Standard Deviation (S.D)	Df	t-value	p-value
Pre-test (n=60)	19.05	1.528	59	21.432	(p<0.001)
Post-test (n=60)	33.61	3.724			

Conclusion

Based on the findings obtained, it is thus concluded that teaching through Self Instructional Module is an effective approach for imbining peace values among the students. Thus, the results of this study validated that self Instructional Module has a significant impact on the subjects with regard to the inculcated peace values. The self-instructional module used in the present study proved very effective in this study. Therefore, more and more such programmes should be designed to enhance the knowledge of the students with regard to the importance of peace values. Such self-instructional modules can be developed for students in other disciplines and for various other purposes

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