



COMPARATIVE STUDY OF PEACE EDUCATION IN SSC AND CBSE BOARD SECONDARY SCHOOLS OF PUNE CITY

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Abstract

Peace education is integral to fostering a culture of harmony, ethical values, and conflict resolution skills among students. This study examines the incorporation of peace education in SSC and CBSE board secondary schools in Pune city by analyzing curriculum implementation, planning processes, and classroom interactions. A descriptive research method was employed, with data collected from 400 students and 50 teachers across 10 schools using checklists, questionnaires, and interviews. The findings reveal that while both students and teachers exhibit a high awareness of peace concepts, the curriculum lacks practical activities and humanistic engagement. Textbooks are heavily fact-based, with minimal ethical reflections and experiential learning opportunities, resulting in limited sensitization toward peace values. Classroom transactions largely focus on theoretical discussions, with fewer interactive or activity-driven learning approaches. The study concludes that peace education requires stronger integration within the curriculum, emphasizing practical and ethical components to enhance its effectiveness. Recommendations include restructuring curricular approaches to include interactive methodologies and experiential learning, thereby ensuring students internalize and practice peace principles in real-life scenarios.

Keywords: *Peace Education, SSC Board, CBSE Board, Curriculum Implementation, Classroom Transactions, Experiential Learning, Ethical Education, Conflict Resolution.*

Introduction Peace education is a fundamental pillar of a progressive and harmonious society, fostering values of non-violence, mutual respect, and empathy among students. It is an essential aspect of holistic education, equipping learners with the skills necessary to navigate conflicts, embrace cultural diversity, and contribute positively to their communities. In a globalized world where violence and intolerance persist, integrating peace education into school curricula becomes imperative. Schools play a crucial role in shaping young minds, and

education boards are responsible for ensuring that peace education is effectively embedded in learning experiences.

The significance of peace education has been globally recognized by UNESCO, which advocates for its inclusion in educational policies and curricula worldwide. UNESCO emphasizes that education should foster global citizenship, tolerance, and intercultural understanding, aligning with Sustainable Development Goal 4.7, which calls for education to promote a culture of peace and non-violence. In India, the National Education Policy (NEP) 2020 also underscores the need for value-based education, emphasizing ethical reasoning, social responsibility, and the development of critical thinking skills. NEP 2020 encourages the incorporation of peace education into the curriculum to nurture students as responsible citizens who contribute to national and global harmony.

India's education system consists of multiple boards, including the State Secondary Certificate (SSC) and the Central Board of Secondary Education (CBSE), each with distinct pedagogical approaches. While both boards aim to foster academic excellence, their methodologies, curriculum structures, and approaches to peace education differ. The extent to which peace education is integrated into their curricula, the methods employed for its dissemination, and its overall impact on students remain key areas of interest.

This research undertakes a comparative study of how peace education is incorporated into SSC and CBSE board secondary schools in Pune city. It examines curriculum content, classroom transactions, and planning processes related to peace education. The study also assesses how effectively peace education is being imparted and whether students and teachers are sufficiently sensitized to peace concepts. The findings will contribute to enhancing peace education policies and teaching strategies across educational boards in India.

Despite the inclusion of peace-related themes in textbooks, the actual implementation often falls short. The content is largely theoretical, with limited experiential learning opportunities. Moreover, the role of teachers in delivering peace education effectively remains a crucial factor in its success. Understanding these dynamics is essential to developing an improved framework for peace education that goes beyond rote learning and encourages critical thinking, empathy, and ethical reasoning.

By conducting this comparative study, the research aims to highlight the strengths and gaps in the peace education frameworks of SSC and CBSE schools. The ultimate goal is to provide insights that can inform curriculum developers, policymakers, and educators about the most

effective ways to cultivate a culture of peace and tolerance in schools. Strengthening peace education at the secondary level can have long-term benefits, fostering responsible citizenship and contributing to the creation of a more just and harmonious society.

Rationale of the Study The rationale for this research stems from the growing need for peace education as a core component of the school curriculum. With increasing global conflicts, violence, and societal intolerance, it is essential that students develop skills in conflict resolution, emotional intelligence, and ethical reasoning. Despite global and national recognition of peace education's importance, its implementation varies across educational boards in India. This study seeks to understand these variations and assess whether current curricular approaches effectively equip students with the necessary competencies for peacebuilding. By identifying the strengths and gaps in SSC and CBSE schools' peace education strategies, this research aims to provide recommendations that can guide policymakers, educators, and curriculum developers in fostering a more robust and meaningful peace education framework. Through this comparative analysis, the study aspires to contribute to the broader goal of shaping a generation that values peace, respect, and harmony in all aspects of life.

Objectives of the Study

1. To compare peace education in SSC and CBSE board secondary schools in Pune city.
2. To analyze the curriculum implementation of peace education in SSC and CBSE schools.
3. To examine the planning process for imparting peace education in SSC and CBSE schools.
4. To evaluate the role of peace education in curriculum planning in SSC and CBSE schools.

Scope of the Study:

1. **Comparative Analysis** – The study focuses on comparing the integration of peace education in SSC and CBSE secondary schools in Pune city.
2. **Student and Teacher Perspectives** – It includes insights from both students and teachers to understand awareness levels, implementation, and challenges.
3. **Curriculum Evaluation** – The research assesses how peace education is embedded in textbooks and classroom transactions.

4. **Pedagogical Approaches** – The study examines different teaching methodologies and extracurricular activities related to peace education in both boards.
5. **Policy Implications** – The findings aim to provide recommendations for improving peace education policies and teaching strategies at the school level.

Limitations of the Study:

1. **Geographical Constraint** – The study is limited to Pune city and may not fully represent the nationwide scenario of peace education.
2. **Limited Sample Size** – The research includes only 10 schools, which may not be a comprehensive representation of all SSC and CBSE schools.
3. **Self-Reported Data** – The research relies on surveys and interviews, which may be influenced by personal biases or social desirability.
4. **Lack of Experimental Validation** – The study does not include intervention-based research to measure the direct impact of peace education practices on students' behavior over time.

Delimitations of the Study:

1. **Focus on Secondary Education** – The study is restricted to secondary school students and does not include primary or higher education levels.
2. **Comparison of Only Two Boards** – The research focuses exclusively on SSC and CBSE schools, excluding other boards like ICSE, IB, or IGCSE.
3. **Specific Data Collection Tools** – The study relies on qualitative and percentage-based analysis using checklists, questionnaires, and interviews, without employing advanced statistical techniques.
4. **Limited to School-Based Learning** – The research primarily examines peace education within the school curriculum and does not explore the influence of family or community on peace education.

Research Methodology

Method of Research: The study follows a descriptive research method to analyze and compare peace education in SSC and CBSE schools.

Population and Sampling: The population consists of all students and teachers from SSC and CBSE secondary schools in Pune city. A sample of 10 schools was selected, with 400 students and 50 teachers serving as informants.

Sampling Method: A random sampling method was employed to ensure fair representation.

Data Collection Tools:

- Checklists
- Questionnaires
- Interviews

Data Analysis Tools:

- Qualitative Analysis
- Percentage-Based Analysis

Findings and Discussion

1. Awareness of Peace Education Among Students and Teachers:

- The study found that half of the students from both boards exhibit a high awareness of peace concepts, with only a small fraction falling under low awareness.
- Among teachers, the majority displayed high awareness of peace education concepts, with CBSE teachers scoring slightly higher than SSC teachers.
- No significant difference was found between SSC and CBSE students and teachers in terms of peace education awareness levels.

2. Curriculum Content and Implementation:

- Textbooks across both boards were heavily **fact-based** and lacked **practical activities** and **ethical discussions**.
- Evaluation methods were primarily **rote-based**, with minimal emphasis on **experiential learning**.
- The humanistic aspect of peace education was not adequately reflected in the curriculum, resulting in **limited sensitization** of students towards peace values.

3. Approaches to Peace Education in SSC and CBSE Schools:

- The study found that peace education was included in both classroom instruction and extracurricular activities.
- A majority of students from both boards encountered peace education concepts **frequently** in classroom discussions.
- Teachers also reported incorporating peace-related discussions but expressed concerns over the **lack of structured teaching materials** for peace education.

Conclusion The study highlights that while **awareness of peace education** is significantly high among students and teachers in both SSC and CBSE schools, the current curriculum and classroom methodologies are not fully optimized for fostering

peace education. **Textbooks remain largely theoretical**, lacking hands-on activities and critical reflections on humanistic values. Although peace education is integrated into classroom discussions and activities, there is a need for **more structured curriculum planning**, enhanced **interactive learning methods**, and greater **emphasis on experiential peace education**.

For peace education to be truly effective, both SSC and CBSE boards must **restructure their curricular approach** to include **more practical, ethical, and values-based learning experiences**. Future research can explore ways to develop **holistic peace education programs** tailored to different academic levels, ensuring that students not only learn about peace but also internalize and practice its principles in their daily lives.

Possible Knowledge Contributions of This Research

1. Comparative Insights on Peace Education Implementation

- This study provides a comparative analysis of how peace education is incorporated into SSC and CBSE curricula, offering insights into similarities, differences, and gaps in their approaches.

2. Evaluation of Curriculum Effectiveness

- The research assesses the extent to which peace education is integrated into textbooks, classroom discussions, and extracurricular activities, highlighting the need for more experiential and ethical learning components.

3. Contribution to Educational Policy and Curriculum Development

- The findings can inform policymakers, education boards, and curriculum developers on how to enhance peace education by integrating more practical, values-based, and interactive learning strategies.

4. Empirical Data on Student and Teacher Awareness

- By analyzing awareness levels among students and teachers, the study provides empirical evidence on the effectiveness of existing peace education programs and the areas requiring improvement.

5. Framework for Enhancing Peace Education Pedagogy

- The research proposes pedagogical improvements that could help teachers incorporate peace education more effectively through structured lesson plans, activity-based learning, and cross-disciplinary integration.

6. Foundation for Future Research on Peace Education

- The study serves as a foundational reference for further research on peace education, including its impact on students' emotional intelligence, conflict resolution skills, and ethical decision-making.

7. Practical Recommendations for Schools and Educators

The study provides actionable recommendations for schools to implement peace education beyond textbooks, including role-play activities, discussions on contemporary social issues, and peer-mediated learning approaches.

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