IMPACT OF TEACHERS ON CULTIVATING HARMONY AMONG STUDENTS

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Abstract

This study mainly focuses on investigating impact of teachers on cultivating harmony among students for a peaceful nation. The population of the study was composed of heads, teachers and students of schools, colleges and universities in Bahawalpur. Sample of 260 individuals was drawn randomly. Mixed-method research was used. A questionnaire consisting of both open- and close-ended items was developed. Reliability of tool was 0.82. Findings of the study showed that the practice of integrity in educational institutions is at moderate level. It decreases as level of institution increases. Teachers are making substantial efforts to create harmony among students. They have strong impact on students' mindset for cohesion. Intervening factors like linguistic background and gender have no significant impact on harmony level among teachers and students. Some strategies are also given to enhance the role of reachers in promoting national integration.

Keywords: *National cohesion, impact of teachers in harmony, harmony among students, harmonious environment of educational institutions.*

Introduction

Harmony has been the generic and everlasting human goal, which can be conceptualized as harmonious mutual relations and feelings of one nation among the citizens of a country belonging to diverse social-economical classes, religious sects, casts, races, cultures and languages while living in different geographical parts of a country. It is a way of promoting unity and cohesion, and sentiments of patriotism in the hearts of citizens. Particularly, national harmony is greatly essential for strengthening the national defence, for survival and peaceful living, as well as keeping the nation united and integrated. Harmony is about comprehensiveness, admiration and a feeling of having a place for everybody. It urges individuals to partake in their group, respect social

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and religious differences, and foster a feeling of having a place for everybody.

An individual, who values amicability, looks for internal satisfaction and advances social union. He admires the solidarity and assorted qualities of a multi-social society. In a report of UN-Habitat it is argued that a city cannot claim to be symphonious if a few groups accumulate assets and avail free opportunities while others stay bankrupted and denied. Financial disparities and hardships inside urban communities undermine the amicability of urban communities, as well as of nations, as they make social and political cracks inside a society that fuel social agitation. Religious congruity can be held together by a real regard for one another and positive sentiments between different ethnic and religious groups.[1]

Pakistan is one of the largest countries in Muslim world. Being a Muslim country, it is facing the challenge of harmony and the issues which are hindering its way like extremism, hate, intolerance and violence among different communities. Several people have become victim of terrorism and hatred among communities since 1980. BBC news has reported on 28 September 2005 that, in past 20 years, more than 4,000 people were killed in different attacks by extremists in Pakistan. The religious extremists have not only made several attacks on mosques but also spread intolerance among people by preaching hatred for each other. Especially *Ulema*'s role in declaring other religious groups as non-Muslims is prominent. Most of the Pakistani Muslims have blind faith in whatever *Fatwa* the *Ulema-e-Ikram* give against religious believers of other groups. Pakistan came into existence in the name of Islam where Muslims could practice their religious values freely and with a peace of mind, but now the name of religion is being used for the purpose of politics (e.g. *Jamaat-e-Islami* & *Jamiat Ulema-e-Islam etc),* which has increased the competition among religious parties and eliminated the chances of harmonization in the Pakistani community.

Pak Institute for Peace Studies (December 2011), in Policy Brief titled "Peace and Religious Harmony in Pakistan" states:

> Firstly, the perceptual differences in the socio-cultural and ideological domains have evolved two particularly distinct classes in Pakistan, the so-called liberals and the traditionalists – which are also referred to by many as the secular and religious classes, respectively – who are in perpetual conflict. Existence of problematic group histories across the sectarian, ethnic and political divides further undermines the prospects for peace and harmony. Secondly, the withering away of the state-society relations

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[1]   Hazri Jamil, and Santhiram R Raman. "Malaysian Educational Policy for National Integration: Contested Terrain of Multiple Aspirations in a Multicultural Nation." *Journal of Language and Culture* 3, no. 1, 2012: 20-31.

notwithstanding, certain segments of Pakistan's society are in direct armed conflict with the state.[2]

Saba Eitizaz (23 March 2013) reports:

> Almost 200 Shia lives have been lost in the past two months of 2013 due to a rise in sectarian violence in Pakistan. Observers say the government is being severely tested in its ability to protect Shias — a group which comprises nearly 20% of the population. But this tide of hatred has left many pockets of Pakistan untouched, where blood ties are stronger than religious divides.[3]

Mumtaz Ahmad, the executive director of Iqbal International Institute for Research and Dialogue at International Islamic University, Islamabad, in his keynote address at a two-day seminar (October 2014), on "The issue of religious harmony in Europe, South Asia, and the Middle East," said, "religious discord was supposed to be a relic of the past, consigned to the dustbin of history. Yet, religious and sectarian rivalries persisted, claiming a massive human toll."[4]

Mike Wooldridge (18 March 2013) stated,

> Political and religious leaders in Pakistan have condemned what appears to be a rising tide of intolerance and sectarian violence in the country. Minority groups, civilians and military personnel have all been targeted by a variety of extremists. The authorities have increased help for Christian families in the city of Lahore, after their homes were attacked by a rampaging mob.[5]

For the last few decades, Pakistan is facing threats to its national harmony due to differences and conflicts based on languages, cultures, economic, social conflicts, and terrorism[6]. Due to these reasons, there is a great need to examine the causes, consequences of the factors that are contributing in weakening the harmony among all Pakistanis and suggest measures to promote unity. Weak national harmony may lead to enhanced severity in conflicts and issues, threatening the national unity. It also may promote unlawful activities, terrorism, resultantly hindering the economic development and increasing the poverty.[7] It has been suggested that caste-ism, linguist-ism, religious sectarianism, regionalism, educational

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[2]   "Peace and Religious Harmony in Pakistan", Policy Brief, *Pak Institute for Peace Studies*, December 2011.

[3]   Saba Eitizaz, "Sharing hope for harmony in Pakistan", March 23, 2013. http://www.bbc.com/news/world-asia-21898630

[4]   Mumtaz Ahmad, "Inter-Faith Harmony Urged In Pakistan," Christians in Pakistan. October 16, 2014. Accessed September 25, 2016. http://www.christiansinpakistan.com/inter-faith-harmony-urged-in-pakistan/.

[5]   Mike Wooldridge, "Pakistan authorities tackle violence ahead of elections", March 18, 2013. http://www.bbc.com/news/world-asia-21827157

[6]   Arshad Ali, "Socio Economic Cost of Terrorism: A Case Study of Pakistan," in *Pakistan Security Research Unit Brief*, 2010.

[7]   Ibid.

disparities and socio-economic inequalities play a significant role in creating differences among citizens of a state[8] that may contribute to harm national harmony. Thus, dealing with these issues appropriately may help promote national harmony.

However, in current situation knowledge of personal, social, and civic responsibilities is the key area, which may help us combat terrorism. It has also been included in major frameworks for 21st century skills. The educations system, schools, curriculum, as well as teachers are thought very critical among the factors influencing national harmony.[9] Schools accommodate individuals with various social, economic, and language background as well as develop attitudes and skills.[10] Education is the tool to develop socially, intellectually, physically, emotionally balanced citizens and leaders of the future for a country.[11] Within the education setting, teachers are responsible not only for transmitting knowledge but also playing an important role to minimize conflicting factors (e.g., caste-ism, linguist-ism, religious sectarianism, regionalism, educational disparities, and socio-economic inequalities) through treating their pupils with equality regardless of their language, sect, cast, religious believes social-economic status and health status.[12] In this regard, they can contribute to develop the environment that help promote patriotism,[13] foster mutual respect, control bullying in school,[14] encourage weak or disable students to participate,[15] provide equal opportunities to all students for participation in co-curricular activities, as well as enhancing self-esteem in

8   Bernadette Hayes and Ian McAllister, "Education as a Mechanism for Conflict Resolution in Northern Ireland." *Oxford Review of Education* 35, no. 4, 2009,: 437-50. Also see, Joan Esteban and Gerald Schneider, "Polarization and Conflict: Theoretical and Empirical Issues." *Journal of Peace Research* 45, no. 2, 1 March 2008: 131-41.

9   Hayes and McAllister, "Education as a Mechanism for Conflict Resolution in Northern Ireland," *op.cit.*

10   Muhammad, Syahril, and Samsu Somadayo, "The Implementation on Multicultural Education Values in Fostering Inter Ethnic Harmony (a Naturalistic Qualitative Study in State Junior High School 1 Ternate)," *Journal of Education and Practice* 5, no. 2, 2014: 89-94.

11   David B. Strahan, Mark L'Esperance, and John Van Hoose, *Promoting Harmony: Young Adolescent Development and Classroom Practices*. 3 ed., Ohio Westerville: National Middle School Association, 2010.

12   Y.C. Sherer, and State University of New York at Albany, *Current Bullying Prevention/Intervention Practices in American Schools: Perspectives of Practicing School Psychologists*, State University of New York at Albany, 2007.

13   Pedro Noguera and Robby Cohen, "Patriotism and Accountability: The Role of Educators in the War on Terrorism," *Phi Delta Kappan* 87, no. 8, 1 April 2006: 573-78.

14   Sonia Sharp and Peter K Smith, *Tackling Bullying in Your School: A Practical Handbook for Teachers,* (Routledge, 2002).

15   Diane Lea Ryndak, Denise Clark, Maureen Conroy and Christy Holthaus Stuart, "Preparing Teachers to Meet the Needs of Students with Severe Disabilities: Program Configuration and Expertise," *Research and Practice for Persons with Severe Disabilities* 26, no. 2, 1 June 2001: 96-105.

them.[16] Moreover, teachers are thought to serve as a tool to implement national curriculum,[17] playing living role model,[18] and creating feelings of love towards national culture, language, heritage, heroes, festivals, days and national symbols.[19] Researchers indicated that teachers' discriminating behaviour among students with diverse cultural backgrounds causes eliciting tension.[20]

It is the prime obligation of teachers and policymakers throughout the world to understand this vital need and integrate suitable changes in the training framework to teach such a worldwide outlook and general human values in a viable way. Worldwide Harmony Association reported the effects of advanced innovations that with development of current science and innovation, our education system has become more 'ability-based' and facts-driven' instead of value-centric. As an outcome, the predominant ethos has grown more materialistic prompting a wide range of contentions. Thus, the need obviously arises to create proper models for incorporating harmony in the current system of education with a successful way.

Authors of advancing harmony[21] gave significance to: Positive relationships between teacher and students based on common trust on each other; Teacher ought to have information of his/her students' comforts, interests, home lives and so forth and be good example for students; Safe, welcoming classrooms, where students are made to feel esteemed and agreeable in school environment; Student-focused classrooms; At the point when learners feel that their instructor is profoundly putting resources into their prosperity, they normally react with more inspiration to learn; Students' intellectual and passionate improvement; Emphasis on association between subjects make students' learn better; Sensitivity with learners shown by teachers help strengthen their self-esteem; Teachers are expected to utilize assortment of showing procedures so as to suit with mixture of insight levels (no one is left behind); Teachers ought to exhort learners about settling on choices

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16   Elan C. Hope, Alexandra B. Skoog, and Robert J. Jagers. ""It'll Never Be the White Kids, It'll Always Be Us", op.cit,.

17   S. N. Bennett, E. C. Wragg, C. G. Carré, and D. S. G. Carter, "A Longitudinal Study of Primary Teachers' Perceived Competence in, and Concerns About, National Curriculum Implementation," *Research Papers in Education* 7, no. 1, 03/01/1992: 53-78.

18   Angela Lumpkin, "Teachers as Role Models Teaching Character and Moral Virtues." *Journal of Physical Education, Recreation & Dance* 79, no. 2, 02/01/2008: 45-50.

19   Audrey Osler, "Teacher Interpretations of Citizenship Education: National Identity, Cosmopolitan Ideals, and Political Realities," *Journal of Curriculum Studies* 43, no. 1, 02/01/2010: 1-24.

20   Susan Rakosi Rosenbloom and Niobe Way, "Experiences of Discrimination among African American, Asian American, and Latino Adolescents in an Urban High School." *Youth & Society* 35, no. 4, 1 June 2004: 420-51.

21   David B. Strahan, Mark L'Esperance, and John Van Hoose, *Promoting Harmony: Young Adolescent Development and Classroom Practices*, 3, op.cit.

identified with their physical, enthusiastic, social wellbeing; There ought to be utilization of cooperation to create feeling of having a place among learners; and teachers ought to be mindful of tormenting exercises in their schools.

The instructors are relied on to live out what they instruct, for which more profound duty, conviction and cooperation on the part of learners is required. Just a proper perceptual change among the teachers can address this issue. Spiritual values are fundamental to worldly education. Utilization of profound qualities advances peace.[22] Teacher must fit religions in classroom with the assistance of co-curricular exercises. Religion ought not to be turned into a separating variable and a source of contentions.

Notwithstanding, the basic course, the improvement of an exhaustive curricular package for harmony integration, will include modification of curriculum for mix of societal concerns in the material, techniques for showing different subjects, fusing a couple of elective courses and supporting co-curricular exercises. To really execute the harmony and integration into the current education system, as experts have proposed the steps[23] that spreading mindfulness through workshops, classes and media, about the earnestness of the requirement for integration of harmony through instruction, and proposing a conceivable system to satisfy this need, will be useful in adding to the imperative inspiration and responsibility of teachers, training managers and different partners of training to work in this course. In reality, such a giant exertion needs to be sought at different levels. On one hand, it needs proper activities on the part of policymaking and monitoring bodies to attempt and give important arrangement mandates, motivating forces and support as well as suitable standards and rules to convey this assignment forward. On the other hand, it requires far-reaching research and development (R&D) work for curricular advancement, asset material, teaching and assessment strategies, in addition to the instructor introduction programmes. The pilot level tests in actualizing these inventive inputs will be useful in accepting and dispersing the new models. It will be important to create Centres of Excellence for Harmony through Education in different colleges and conspicuous organizations of teacher training to complete the aforementioned formative exercises in a thorough manner. The system of educator training for 'Harmony through Education' ought to incorporate operation by giving introduction of in-service teachers and other staff, by and large; orientation of pre-service instructors through

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[22] Gujarat Vidyapeeth, and Jain Vishwa, "Effective Curricular Models for Teacher Education for Peace and Harmony EPH," Paper presented at the International Seminar on Teacher Education for Peace & Harmony, Raj Ghat, New Delhi, adjacent to the 'samadhi' of Mahatma Gandhi, 2012.

[23] Ibid.

curricular adjustment in B.Ed., M.Ed. courses; specialized projects to get ready educators for congruity through instruction; specialized research (M.Phil., Ph.D) programmes for creating specialists and teacher trainers (expert mentors); and duly perceiving the significance of education for peace and amicability by giving suitable weight-age in evaluation and compensating the quality ability of instructors and additionally the learners, and lastly making a helpful value-based institutional environment.

Taking everything into account, it will oblige clarity of vision, proper curricular models pedagogical procedures, essential asset material, sufficient educator training projects and production of amiable environment and arrangements to reinforce this exertion. Viable Teacher Education for Peace and Harmony is essential for this process. Several steps have been initiated by Pakistan Government to overcome non-harmonious situation in country,[24] in which curriculum implementations are crucial. Teachers have both knowledge and skills to inculcate core curriculum components within their institutions.

Taking together, it can be assumed that national harmony can be promoted through active role of the teachers at schools, colleges, and university levels. These foster the idea of examining the current practices in educational institutions related to national harmony. Therefore, the purpose of this study was to determine the influence of teachers on the factors and components of harmony among students.

Methodology

This study mainly focused on the impact of teachers on cultivating harmony among students for a peaceful and integrated nation. For this purpose, perspectives of heads of educational institutions, teachers and students were considered as focal point to have initial look on the scenario. In these circumstances educational institutions of Bahawalpur City including schools, colleges and universities were considered as population of the study. As many as 260 individuals from two universities, two colleges and 10 schools were randomly selected for data collection. Sample was comprised of heads, teachers, researchers and students. A questionnaire was developed to solicit responses about current situation in educational institutions, hurdles in harmony and suggestions to develop role of teachers in preaching harmony. There were 39 items in questionnaire, in which 37 were close-ended to have overview of present scenario about harmony development and remaining 2 items were open-ended to take opinions about hurdles in promotion of harmony in educational institutions and suggestions to endorse it. Tool was validated by taking experts opinions about face, content and construct. After taking

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[24]   *National Education Polic 2009,* Ministry of Educationm, Government of Pakistan.

reviews from them and making necessary amendments a final version of questionnaire was implied to collect data from selected sample. Reliability of the scale was 0.82. A total of 228 filled questionnaires were received with the response rate of 88%. In which there were 8 heads of institutions, 64 teachers, 55 research scholars and 101 students. Among respondents 39% were male and 61% were female. A total of 83% individuals were from Bahawalpur while only 17% were from outside Bahawalpur City. While 45.6% of sample was derived from university population, 26.3% was from college and 28% of the respondents were from school side. Demographic of sample Mother Tongue is given in Table 1.

Table 1: Mother Tongue		
Mother Tongue	**F**	**%**
Urdu	88	38.6
Punjabi	85	37.3
Saraiki	52	22.8
Total	228	100.0

Results

Three groups of items were made to make results objectively. First group was related to role of teachers in cultivating cohesion among students, second was about the harmonious environment of educational institutions, and third group was regarding the implications of harmony among students. Frequencies, percentages and mean scores were calculated to have comprehensive view of results. To checkout language and gender disparities among respondents ANOVA and T-test was used with significance level of .05. Results are presented in the form of tables and figures.

Table 2: Teachers in cultivating cohesion among students

Sr.	Statements	Agreed	Disagreed
1	Teachers treat all the students equally	77%	22%
2	Teachers avoid favouritism for the students of their sect	69%	31%
3	Teachers avoid favouritism for the students of their caste	80%	20%
4	Teachers have intention to know hobbies of all students	27%	73%
5	Teachers promote self-esteem of students	79%	21%
6	Teachers promote honesty among the students	86%	14%

7	Teachers encourage students to take their own decisions	77%	23%
8	Teachers discourage bullying activities in their institutions	59%	41%
9	Teachers preach equal respect to all religions	82%	18%
10	Teachers do special care for students	78%	22%
11	Teachers relate their teaching with national interests	72%	28%
12	Teacher-student relationship is based on mutual respect	89%	11%
Total		73%	27%

Table 2 indicates the part of teachers in cultivating cohesion among students that how successfully they are being positive role model for their students and to what extent they have played their part in creating sense of harmony among students. As many as 73% of respondents have agreement that teachers are playing their required role in promoting peace and harmony without discriminating on the basis of students' background, language, and social groups.

Table 3: Harmonious Environment of Educational Institutions

Sr.	Statements	Agreed	Disagreed
1.	Students from different living areas have equal opportunity to participate	71%	29%
2.	Discussions among the followers of different religious sects do not lead towards mutual conflicts	44%	55%
3.	Social well-being is preferred over the personal interest of students	56%	44%
4.	Students from different social groups have equal chance to participate in academic activities	73%	27%
5.	Students are not discriminated on the basis of their castes	85%	15%
6.	Students' grouping is not based on caste system	80%	20%
7.	Meritorious culture is promoted in educational institutions	67%	33%
8.	Honest students are encouraged in terms of appreciation	84%	16%

9.	Truth is appreciated at the institutions	71%	29%
10.	Patriotic songs are encouraged at different occasions in educational institutions	60%	40%
11.	Number of cultural activities are done more than of activities on drama/film songs	47%	53%
12.	Poor student have equal opportunity to participate in co-curricular activities	61%	39%
13.	Sports teams are selected on the basis of merit	50%	50%
Total		65%	35%

Table 3 gives an overview about the harmonious environment of educational institutions. A total of 65% respondents agreed that this factor is playing positive role in cultivating harmony among its population. Although some of the dimensions are below desired outcomes such as 50% respondents have given view that sports teams are selected on merit basis whereas remaining 50% disagreed. The preference of cultural activities among students is decreasing with the passage of time. As many as 56% respondents said that social well-being is preferred over the personal interest of students.

Table 4: Impacts on Harmony among Students

Sr.	Statements	Agreed	Disagreed
1	There are not language biases among students	62%	38%
2	Students enjoy learning environment of educational institution	76%	24%
3	Students from different sects tolerate each other	64%	36%
4	There is tolerance among students for the religious matters	56%	44%
5	Students feel self-respect in classrooms	75%	25%
6	Students feel that their teachers are deeply concerned for their success	86%	14%
7	Students work in teams	68%	32%
8	Students feel uncomfortable discussing the controversial issues	50%	50%

| 9	Students like to sing national anthem on the start of academic events	60%	40%
10	Students feel embarrass in discussing caste related issues with their class fellows	28%	72%
11	Students do not hesitate to make friends from poor families	60%	40%
12	Students become friendly with disable students without any hesitation	66%	34%
	Total	62%	38%

Table 4 shows results about harmony level among students. A total of 62% respondents agreed that there are implications of teaching-learning environment on students whereas only 38% of respondents have given unfavourable viewpoints regarding the phenomena.
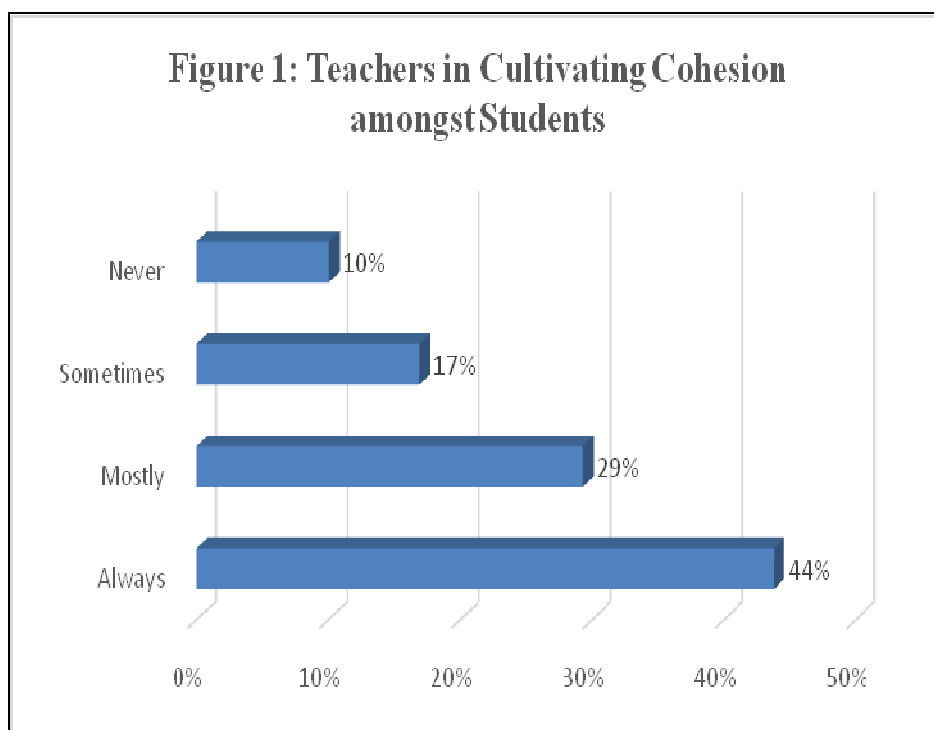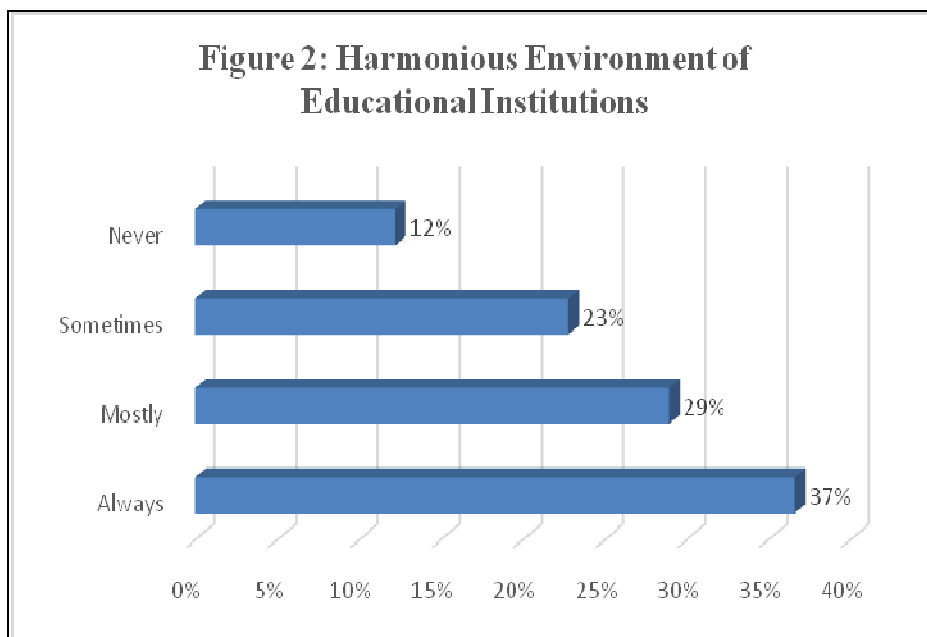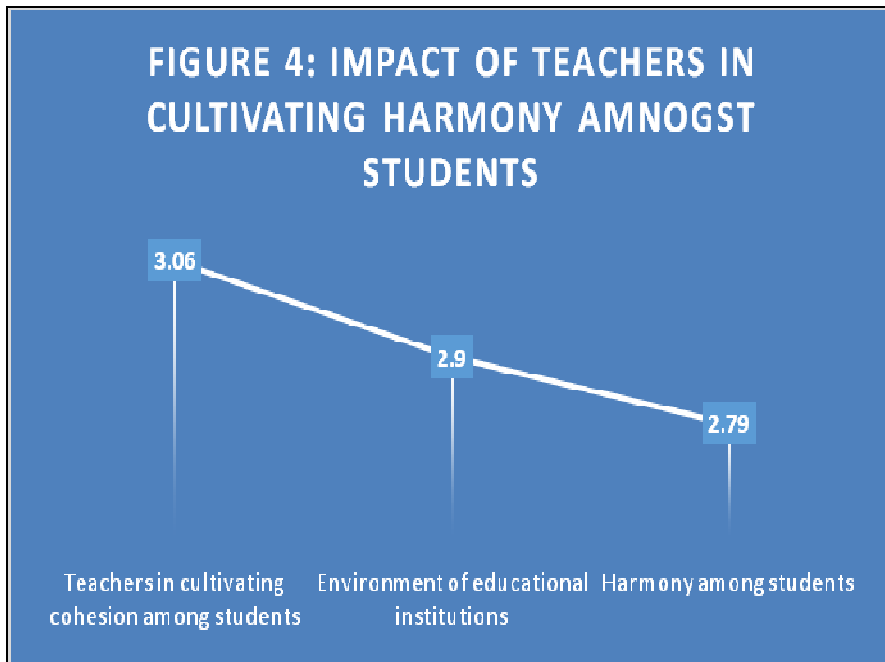

Figure 1: Teachers in Cultivating Cohesion amongst Students

Survey of Educational Institutions in Bahawalpur

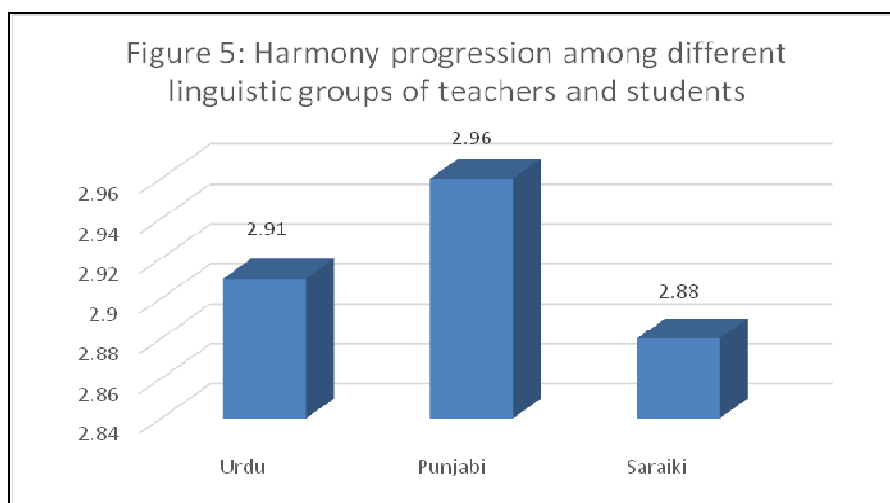*Survey of Educational Institutions in Bahawalpur*
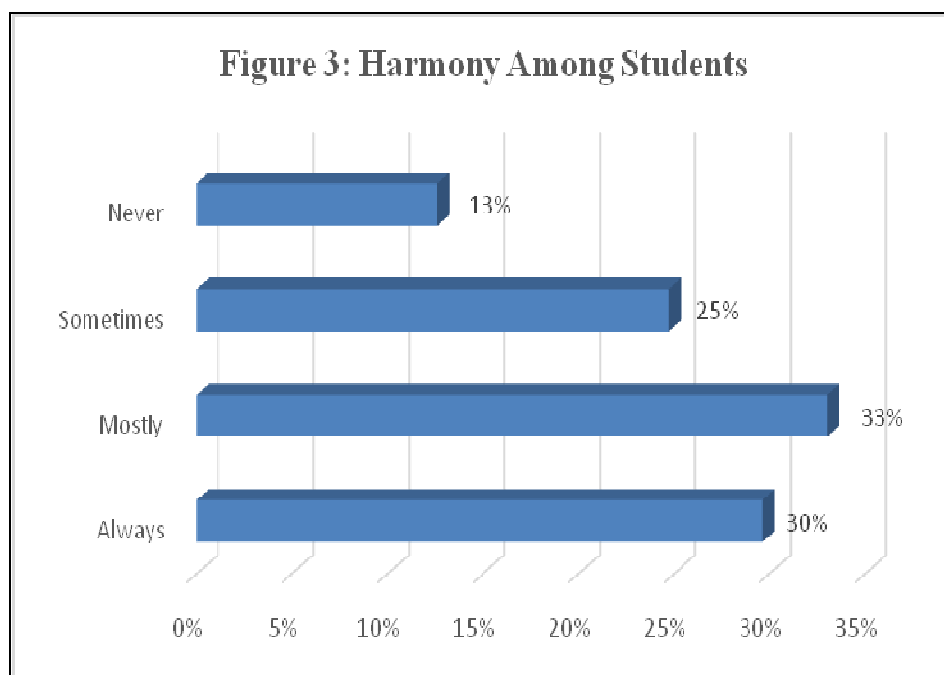
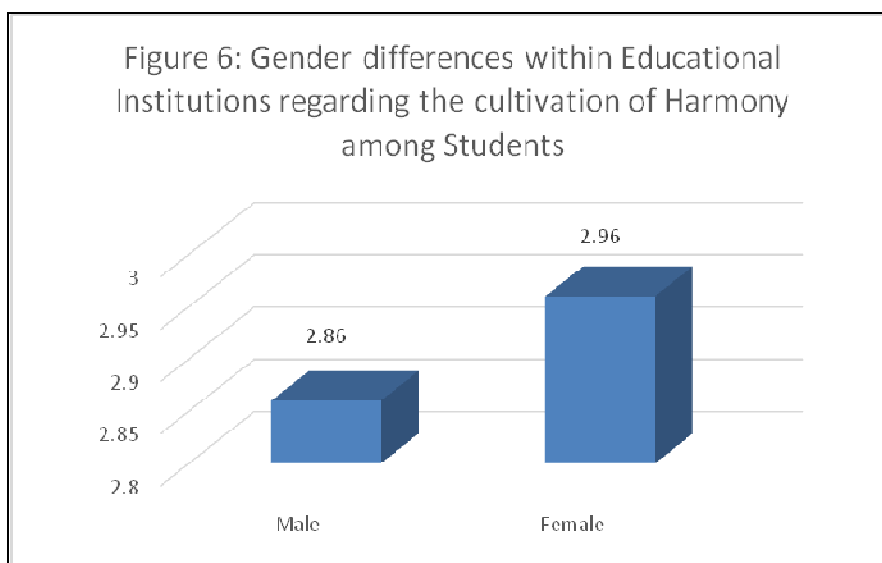*Survey of Educational Institutions in Bahawalpur*

Survey of Educational Institutions in Bahawalpur

Teachers have made their efforts to inculcate harmony among students but their impacts on students are somewhat lower than expectations (Figure 4). Mean value for teachers in cultivating cohesion among students was 3.06; whereas as environment of educational institutions regarding promoting harmony was 2.9, mean value for harmony among students was 2.79, which give impression of slightly favourable successful impacts of teachers in promoting harmony among them.

Survey of Educational Institutions in Bahawalpur

Language is a major factor which can have effects on the peace level of nation. Results compiled from different linguistic groups are tested by applying Analysis of Variance test. Results would have to be significant at 0.05 level. Significance level of variance for linguistic groups was 0.445, which indicates that there is no significant difference of harmony progression among different linguistic groups but to some extent. (Figure 5) A minor difference is defined as teachers and students with Punjabi language background have coordination attitude with others (mean = 2.96) as compared to Urdu (mean = 2.91) and Saraiki (mean = 2.88) language people. Major differences are not observed.

Figure 6: Gender differences within Educational Institutions regarding the cultivation of Harmony among Students

Survey of Educational Institutions in Bahawalpur

Gender may have less or more effects on perspectives. T-test was carried out to find gender differences with significance level of 0.05. It was calculated as 0.02, which means that there is significant difference of harmonious practices among male and female institutions. Female institutions have shown somewhat positive reaction (mean = 2.96) towards the phenomena as compared to male respondents (mean = 2.86) (Figure 6).

Discussion

Promotion of harmony and cohesion through education system can eradicate extremism and terrorism. It will also boost Pakistan's image at international level. With less focus on differences, and more focus on unity, our strengths can be used for the development of our country. Education always plays an important role in developing nations, and the most important pillar of it is the respected teachers.

Teachers have their lasting impacts on students whatever they do. In fact students get inspirations from teachers' personality, too, and they often take their teachers as role-model, try to conceive their way of thinking, practicing and behaving. Teachers are cultivating harmony among students. There is no significant discrimination found among students on the basis of their language, sect, caste and gender or socio-economic background. Mostly teachers prefer social well-being on personal interests of students. They discourage bullying activities into their institutions, and most of them encourage students to take their own decisions. Teachers can play their role in creating critical situation by discussing religious sects but one of the most appreciable things is that 82% of teachers from targeted population preach equal respect to all religious groups. Mutual trust among teacher and students, where teachers know about the hobbies, interests and home lives, has less probability within universities where education is very fast paced at a semester level and in those schools with huge enrolments. However, student societies in such institutions can perform a crucial role through holding seminars and organizing events. An example of such event can be taken recently from Karachi, after a suicide blast in a Church in Lahore, Muslim social workers guarded their Church by forming human chains as a gesture of goodwill on their next prayer day.

Environment of educational institutions is harmonious at average level. Merit is main component to strengthen harmony in nation. When merit is ignored or favouritism is practiced then hate for advantaged group and biasness aroused from deprived individuals which leads to dis-integrity among social classes. Honest students are mostly appreciated in educational institutions, which creates their longing to keep it with them but 29% results revealed that truth is less appreciated. We can turn it near to 0% by increasing value-based assessment in our education system.

Students are the future leaders who build their character in educational institutions. Study found that 50% students feel uncomfortable in discussing controversial issues. Most of them do not hesitate making friends from poor families and becoming friends with disable students. Although students do not care of castes and groups in making their groups in educational institutions, yet they often feel less embarrassment in discussing their caste related issues with class fellows. It not only increases awareness among them about other castes and local languages but they also learn that how to take care of other groups values.

Recommendations

Teachers have significant lasting impacts on students' mindset regarding peace and harmonious environment but we can turn it from "little" to "more" by implementing following strategic recommendations:

- There is need for extensive research and development work for curricular development. A special course on harmony education can be included in teacher education courses. Their training of integration of values can be initiated with formal settings.
- Seminars and workshops on departmental level in universities can be organized for faculty members to increase their motivation for integrating harmony within their educational environment.
- Teachers' assessment may have value-based criteria and incentives on value-competence can be provided to them with academic achievements and skill-competences. It will integrate value-based educational environment. Teaching licence based on the skill set and psychological bias level of the teacher can be issued to them after taking personality and aptitude tests. This will help them recognize their value as a morality moderator.
- Special cultural events can be organized within and inter-institutions to refresh sense of national identity and promote cohesion.
- Students' groups can be made heterogeneously on the multi-cultural basis. They will have more opportunity to share their ideas with each other and interact to recognize crucial diverse.
- In tribal areas, radio is the most effective way of communication. Government should air special interactive programmes to promote harmony. Involvement of local people is necessary, as many of them don't even allow their children to get education.
- Teaching students the importance of Honest Living will inspire harmony.
- Although the results are moderately in favour of equality-based environments in schools, yet abandoning favouritism in gradually higher institutions can help achieve unbiasness among students.
- Educational institutions can organize students' trips to temples and churches to create awareness among them about culture of other religious groups. They can hold collaborative events among the students of different religious schools.
- Spreading awareness through workshops, seminars and media, about the urgency of the need for harmony.