PEACE IN EDUCATION AND THE WAY TO REACH NEW GOAL

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ABSTRACT:

Peace education is an essential component of quality basic education. Here we defines peace education as the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. Education for Development is the term used in UNICEF to describe an. Approach to teaching and learning which builds a commitment to global solidarity, peace, acceptance of differences, social justice and environmental awareness in young people. Its aim is to empower children and youth to participate in bringing about constructive change, both locally and globally. Five basic concepts of Education for Development are interdependence, images and perceptions, social justice, conflict and conflict resolution, and change the future. These concepts are approached as interdisciplinary perspectives that can be incorporated into the teaching of a wide range of subject matter, rather than as specific subjects in themselves. Interactive, participatory, cooperatively-structured teaching methods are as important as the content of Education for Development .These methods allow learners to better grasp complex concepts, build problem solving abilities and develop social skills. These approaches have been used in both formal and non-formal educational activities, and provide a human development-oriented framework for educating about peace and social justice issues. In the context of social changes education is not only to impart information and to teach skills to the students but also to inculcate the values of humanism, democracy, socialism, secularism and national integration. This is necessary for the realisation of our national objectives of building a democratic and just social order based on equality, social justice, fraternity and freedom. We know that India was a very rich country in cultural heritage and spiritual aspects. But now it has become a nation of violence, terrorism, extremism, corruption etc.

Key Words: Peace education, Quality education, Awareness, Humanism, Democracy.

INTRODUCTION:

In the context of social changes education is not only to impart information and to teach skills to the students but also to inculcate the values of humanism, democracy, socialism, secularism and national integration. This is necessary for the realisation of our national objectives of building a democratic and just social order based on equality, social justice, fraternity and freedom. We know that India was a very rich country in cultural heritage and spiritual aspects. But now it has become a nation of violence, terrorism, extremism, corruption etc. To remove all these from our society value oriented education is highly needed. In the current times, Teachers concentrate on imparting technical education to their students so that the increasing needs of the information technology (IT) industry are met with the students. Success is perceived in terms of equipping students with scientific and technical knowledge rather than in developing human beings who possess a sound understanding of good human values. Education is not just about learning skills (how to) but also about the ability to decide on what (what to do?) and why (why to do?). It should lead to the development of critical ability in students towards distinguishing between essence and form, or between what is of value and what is superficial in life. It should develop their understanding which is a pre-requisite for a movement from a rule based society to a relationship based society. Developing the right understanding about oneself and the rest of reality through self exploration and realization of the inherent co- existence, harmony and self-regulation at various levels of existence is seen to be the real basis of imbibing universal human values and ethical human conduct. This is what will affect transformation towards a holistic worldview (human consciousness) which happens to be the prime purpose of value education. The tremendous emphasis on the scientific and mechanical ways of life is fast reducing man to the status of a machine. Moral and religious values are being undermined. The fundamental principles of civilization are being ignored. Conflicts of ideas, manners and habits are pervading the atmosphere. Disregard for everything old is the fashion of the day. At this situation, the solutions of all these social and global evils is through value education.

Peace education is an essential component of quality basic education. Here we defines peace education as the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. Education for Development is the term used in UNICEF to describe an. Approach to teaching and learning which builds a commitment to global solidarity, peace, acceptance of differences, social justice and environmental awareness in young people. Its aim is to empower children and

youth to participate in bringing about constructive change, both locally and globally. Five basic concepts of Education for Development are interdependence, images and perceptions, social justice, conflict and conflict resolution, and change the future. These concepts are approached as interdisciplinary perspectives that can be incorporated into the teaching of a wide range of subject matter, rather than as specific subjects in themselves. Interactive, participatory, cooperatively-structured teaching methods are as important as the content of Education for Development .These methods allow learners to better grasp complex concepts, build problem solving abilities and develop social skills. These approaches have been used in both formal and non-formal educational activities, and provide a human development-oriented framework for educating about peace and social justice issues. In the context of social changes education is not only to impart information and to teach skills to the students but also to inculcate the values of humanism, democracy, socialism, secularism and national integration. This is necessary for the realisation of our national objectives of building a democratic and just social order based on equality, social justice, fraternity and freedom. We know that India was a very rich country in cultural heritage and spiritual aspects. But now it has become a nation of violence, terrorism, extremism, corruption etc. To remove all these from our society value oriented education is highly needed. In the current times, Teachers concentrate on imparting technical education to their students so that the increasing needs of the information technology (IT) industry are met with the students. Success is perceived in terms of equipping students with scientific and technical knowledge rather than in developing human beings who possess a sound understanding of good human values. Education is not just about learning skills (how to) but also about the ability to decide on what (what to do?) and why (why to do?). It should lead to the development of critical ability in students towards distinguishing between essence and form, or between what is of value and what is superficial in life. It should develop their understanding which is a pre-requisite for a movement from a rule based society to a relationship based society. Developing the right understanding about oneself and the rest of reality through self exploration and realization of the inherent co- existence, harmony and self-regulation at various levels of existence is seen to be the real basis of imbibing universal human values and ethical human conduct. This is what will affect transformation towards a holistic worldview (human consciousness) which happens to be the prime purpose of value education. The tremendous emphasis on the scientific and mechanical ways of life is fast reducing man to the status of a machine. Moral and religious values are being undermined. The fundamental principles of civilization are being ignored. Conflicts of ideas, manners and habits are pervading the atmosphere. Disregard for everything old is the fashion of the day. At this situation, the solutions of all these social and global evils is through value education. Peace education in UNICEF refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both

overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level.

STATEMENT OF THE PROBLEM:

Peace education a straight forward and radical way to increase responsible behaviour without indoctrination. Peace education is ultimately about changing behaviour for the better. It is surprising how many educationists and educators refuse to accept this. It is surprising because almost every text on the philosophy of education we are read, stresses that education itself is about enhancement, ennobling, and worth whileness. Indeed, many educationists find education to be principally an ethical enterprise. Perhaps some educators are afraid to be thought of as indoctrinating. However, the description already given should have explained that peace education is a way of changing behaviour, not by telling, manipulating or indoctrinating, but by revealing through rational discussion, what is right action. So the research chose this topic "Peace in Education and the way to reach new society".

REVIEW OF THE RELATED LITERATURE:

Mankind is passing through a crisis. Peace and value are destroyed day to day. The tremendous emphasis on the scientific and mechanical ways of life is fast reducing man to the status of a machine. Moral and religious values are being undermined. The fundamental principles of civilization are being ignored. Conflicts of ideas, manners and habits are pervading the atmosphere. Disregard for everything old is the fashion of the day. At this situation, the solutions of all these social and global evils are through peace and value education. Emphasis should be laid on such education through which moral values can be developed among the students so that they can conduct their life morally. They can decide what is right or wrong; what is good or evil; what is justice or injustice. If we can make a student as a good human being, the development of moral values within him is the prior task of education. They are the foundation of human existence. They make our life meaningful. Due to dearth of values in the present generation the curriculum must give prominence to value education.

OBJECTIVE OF THE STUDY:

- Discuss the basic concepts of peace and violence.
- Identify the social and global issues of society.
- Discuss a frame work of peace education.

METHODOLOGY OF THE RESEARCH:

The present research work is a historical research. This study will follow historical method of research. In this method, the researcher discovers, describes and interprets what existed in the past. Here, researcher may formulate questions that are most appropriate for the past events which is investigation and then directs his research towards seeking answer to these questions with help of evidence. Historical criticism like external and internal criticism is essential for such study. Conventionally historical information sources are categorized as primary sources and secondary sources. Historical deeds of peace education, books written by great persons etc. Different articles, research reports and published books regarding the study. The used sources will be included in the list of Bibliography.

DISCUSSION OF THE OBJECTIVES:

Peace education in UNICEF refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. This definition represents a convergence of ideas that have been developed through the practical experiences of UNICEF peace education programmes in developing countries. It is also reflective of the thinking of a number of theorists in this field (see Annex 1, 'Peace Education: Theoretical Background'), and of much peace education work that has been carried out in industrialised countries. It is UNICEF's position that peace education has a place in all societies – not only in countries undergoing armed conflict or emergencies. Because lasting behaviour change in children and adults only occurs over time, effective peace education is necessarily a long-term process, not a short-term intervention. While often based in schools and other learning environments, peace education should ideally involve the entire community. Peace education is an integral part of the UNICEF vision of quality basic education. The 1990 World Declaration on Education for All (the Jomtien Declaration) clearly states that basic learning needs comprise not only essential tools such as literacy and numeracy, but also the knowledge, skills, attitudes and values required to live and work in dignity and to participate in development. It further states that the satisfaction of those needs implies a responsibility to promote social justice, acceptance of differences, and peace (Inter-Agency Commission, WCEFA, 1990).

Since 1990, a number of UNICEF documents have confirmed this vision of basic education as a process that encompasses the knowledge, skills attitudes and values needed to live peacefully in an interdependent world. 'The Future Global Agenda for Children –Imperatives for the Twenty-First Century' (UNICEF 1999,E/ICEF/1999/10) makes a commitment to "… ensure that education and learning processes help to form both human capital for economic growth and social capital for tolerance, respect for others and the right of each individual to participate with equality within family, community and economic life; … and to challenge the culture of violence that threatens to destroy family and community life in so many countries." Peace education is concerned with helping learners to develop an awareness of the processes and skills that are necessary for achieving understanding tolerance and good will in the world today. Peace education brings together multiple traditions of pedagogy, theories of education and international initiatives for the advancement of human development through learning. The practice of peace education is an opportunity to promote the total welfare of students, advocate for their justice and equitable treatment of youth and promote individual and social responsibility for both educators and learners.

Peace Education work in crisis and conflict areas actually does help to make hostile groups more peaceable in their attitudes towards one another". This is one of the results of a recent research project at Heidelberg University's Institute for Educational Studies. Let's be optimistic. The international exchange on Peace Education is still in its infancy. We have learned that there have to be taken into account the respective social, political, economical and cultural contexts, and also be aware of various traditions, historical embeddings and different levels of intensity of practice and systematic debate on peace education. International networks such as the "Global Campaign for Peace Education of the Hague Appeal for Peace" or the "Peace Education Commission (PEC)" as well as comparative studies of international peace educational approaches and projects in the context of development cooperation to foster the evolvement of a shared understanding of Peace Education. Peace Education counts on the learning ability of human beings. It focuses on the acquisition and advancement of capacities, skills, values and knowledge contributing to the establishment of a global and sustainable culture of peace. Peace Education comprises all stages of life and socialization of human beings. From Gavriel we have learned that its context is specific, but it is feasible and essential in every world region and all stages of conflict, too. In a global perspective Peace Education in the 21st century has to be a multi-track Peace Education. The experience shows that for sustainable Peace Education actors on different levels have to be involved. Peace Education designs learning spaces for multipliers, teachers, journalists, NGO staff, members of conflicting parties or leaders in society and politics to support the development of peace structures and a "culture of peace". This includes the set-

up of conflict sensitive educational systems preventing the misuse of educational institutions for manipulation, falsification of history or education towards hate and violence. The development and establishment of curricula for Peace Education as a contribution to capacity building of societies is one of the most pressing global tasks of international Peace Education. As mentioned before the three awardees are essential for the development of theory and practice of modern Peace Education. Hopefully I could illustrate the importance of the three awardees. Thanks and congratulations to the jury for their prospective decision. I am sure that not only we all can learn a lot from the winners but also the three winners from each other. They all contribute to making Peace Education in the 21st Century not only attractive but also successful. Quite rightly Gavriel Salomon is focussed in this award - because of his immense experience and his life's work. So once again I want to thank Gavi Salomon as a great personality: as scientist, as encouraging person, as voice calling out in the desert, teacher and long-distance runner. Gandhi's concept of peace and non-violence is integrally related to his world view. Gandhiji evolved his world view from a concept of "self" and human nature. Acknowledging the inherent goodness of human beings, Gandhi emphasized the capacity of all human beings to develop their full potential of non-violence. He believed that all human beings are part of divine and they are interdependent and interrelated. Gandhiji's concept of peace is also a board one. For him peace emerged from a way of life. Therefore peace is intimately linked up with Justice, development and environment.

An overview of approaches to peace education in UNICEF illustrates the fact that programmes are highly responsive to local circumstances, and that no one approach is universally used. Examples have been grouped below according to whether they take place within schools or outside of schools. Many programmes combine elements of both. UNICEF country offices with school-based peace education programmes carry out activities in the areas of improving the school environment, curriculum development (including the production of materials for teachers and children), pre-service teacher education, and in-service teacher education. Peace education is most effective when the skills of peace and conflict resolution are learned actively and are modeled by the school environment in which they are taught (Baldo and Furniss, 1998). In a number of countries, emphasis is placed on improving the school environment so that it becomes a microcosm of the more peaceful and just society that is the objective of peace education. This creates a consistency between the messages of the curriculum and the school setting, between the overt and the 'hidden' curriculum. Interventions on the level of the school environment tend to address how children's rights are either upheld or denied in school, discipline methods, how the classroom and school day is organized, and how decisions are made. Training of teachers and administrators is critical to enabling teachers to examine these issues from the perspective of peace education. The programme in the Federal

Republic of Yugoslavia contains elements of this approach. Peer mediation programmes have been set up in countries such as Liberia, where youth leaders are trained to be 'conflict managers'. A number of countries have developed peace education curricula, usually consisting of activities around themes such as communication, cooperation, and problem solving. Manuals have been produced to guide teachers in using these curricula with children in Burundi (1994), Croatia, and Liberia (1993). In the Federal Republic of Yugoslavia, a series of workshops on peace education themes has been created for primary school children (1996). Teachers' manuals in Sri Lanka demonstrate ways of integrating peace education into the traditional subjects of the existing curriculum (National Institute of Education, Sri Lanka, undated, a, b, c). A series of readers has been developed in Rwanda for primary school children and adult literacy classes with stories and poems on peace themes. Sport and physical education have also been used in Rwandan schools as a vehicle for developing skills and attitudes of peace. Operation Lifeline Sudan has developed activity kits for schools that build cooperation and respect for differences through sports, art and science projects. Community service that is facilitated by the school is another feature of some programmes. The United Kingdom Committee for UNICEF has produced a pack of teaching materials entitled 'Children Working for Peace' (United Kingdom Committee for UNICEF,1995) introducing children to conflict resolution efforts through activities developed in Lebanon, Liberia, Northern Ireland and Sri Lanka.

CONCLUSION:

Gandhi's concept of peace and non-violence is integrally related to his world view. Gandhiji evolved his world view from a concept of "self" and human nature. Acknowledging the inherent goodness of human beings, Gandhi emphasized the capacity of all human beings to develop their full potential of non-violence. He believed that all human beings are part of divine and they are interdependent and interrelated. Gandhiji's concept of peace is also a board one. For him peace emerged from a way of life. Therefore peace is intimately linked up with Justice, development and environment. Indian has a long history of promoting peace, international understanding, tolerance and self-restraint which are evident from the Vedas, Puranas and Upanishads. The ancient Indian Rishis Visualized the Earth as a Global village. They visualized it as 'Vasudaiva Kudumbakam – The whole word is a family.Swami Vivekananda's great mission was to preach unto mankind its divinity and how to make it manifest in every movement of life. He said that ultimate aim of education is to establish internal peace and security by strengthening the spiritual foundations of different nations. He preached tolerance in religion and education which essentially head to peace. He preached the Universal Brotherhood of man. The thoughts and actions for promoting peace by outstanding personalities like Mahatma Gandhi, Iqbal, Rabindra Nath Tagore and Bishnu Prasad Rava Captivated the world's attention. Most disputes between people are solved without violence – but not

all. If we are to move away from violence as a way of solving disputes at home and abroad we must work together to help young people learn how to deal with conflict creatively.

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