

# Peace education for Various Stages/Groups of People: a Brief Discussion

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**ABSTRACT:** The primary stage of education is the ideal time for laying the foundation of peace oriented personality. These years comprise the formative period in the lives of the students. At this stage, students are comparatively less burdened. The number of students who could be exposed to education for peace is at the maximum during this phase. Thereafter, students begin to drop out. Therefore, this is the stage at which focused attention should be paid to laying the foundation for a culture of peace through education. As the saying goes, "it is easier to build a child than it is to repair an adult". Therefore, peace education is important for each and every individual at different stage. The approach to peace education at early childhood, Elementary stage, secondary stage, Higher education stage and adult stage varies in different aspects. Education should be needed for everyone, for all categories and all types of peoples.

## I. INTRODUCTION:

Values refer to mode of conduct. They are conceptions of something that is socially preferable. They are aimed at perfection, satisfaction, self-realization, development, integrity and cohesion etc. They are influenced by philosophical, cultural and religious perspectives. Value system is a backbone of a unified society. Values help in developing good habits and manners. They are set of impressions, which lead to character and personality.

Peace is an amazing concept, a useful tool, and, through Montessori education, an attainable goal. Children are born with innate instincts toward compassion and the practice of compassion becomes ingrained when cultivated over time. Montessori students develop into involved citizens!

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 tool

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).

Nothing is permanent in this world. Life is always on the move and so are the values. Values give direction to the aims, methods of education and curriculum. In the present educational scene, except for moral and spiritual values, other values seem to be incapable of giving direction to education. Therefore, keeping in view the social, political and cultural atmosphere, the ambitions and feelings of the masses, values for education has to be reframed, periodically. It has been increasingly felt that we are developing technologically, scientifically going up and economically improving. However we are lagging behind morally and spiritually. This is creating a type of lag in personality development. This is thus hoped that the provisions for the inculcation of spiritual and moral values in our educational system can only improve upon the total scene.

## Aims of Peace Education

1.  To help students understand some of the complex processes leading to violence and conflict at the individual, group, national and global levels, and be aware of some of the ways in which these conflicts may be resolved.
2. To encourage attitudes that lead to a preference for constructive and non-violent resolution of conflict.
3.  To assist students in developing the personal and social skills necessary to live in harmony with others and to behave in positive and caring ways that respect the basic human right.
4. To develop human learning communities in which students and teacher are encouraged to work together cooperatively to understand and find resolution to significant problems.

5. □ To respect the diversities and disparities of culture at national and international level.

**Objective:**

- To inculcate moral thinking and righteous conduct.
- To highlight peace education approach to various stages
- To provide information about security
- To develop intercultural understanding
- To provide a “futures” orientation
- To teach peace as a process
- To promote positive peace, or peace accompanied by social justice
- To stimulate a respect for all life
- To describe cultural activities in an educational institutes.
- To point out some suggestions for the achievement of peace education

**Peace education approach to early childhood**

Starting peace-building education in early babyhood is of paramount importance. In yearly years a child’s brain architecture is developing most rapidly, habits are formed, differences are recognized and emotional ties are building through social relationships and day-today in homes and neighborhoods. Parental practice and the environment that are most parental practice and the environment that are most proximal to children are key determinants of their physical, social and emotional development. Proximal contexts, such as the home, family, early learning programmes and community protection programmes, play a key role in the children’s ability to manage conflicts, reduce violence and shape key characteristics of the Children’s moral behaviour therefore, the family members should create conclusive environment to enhance the above said behaviour among the children at early childhood stage.

**Peace education approach to elementary**

At the Elementary level, “community time” is set aside to help establish a sense of responsibility and place within the group. Students encourage and acknowledge one another. They also help establish rules of conduct for the classroom and the playground. These meetings are student-led and a forum in which conflicts are discussed, brainstormed, and resolved as a group. Role-playing and discussion can be helpful in finding ways to handle challenging situations.

As children grow older and reach the Elementary school stage. They begin to grasp abstract thoughts. In a limited way they develop the

capacity to think rationally and relationally about the various happenings in their surroundings. A crucial issue for children at this stage is that of relating to other children and their environment. Since, the school brings together children from environment backgrounds, streets need to be equipped with cognitive competence to understand the values underlying hygiene both of the self and of the surroundings, respect for others and for elders, recognition of the dignity of labour, honesty, love, sharing and cooperation, tolerance, regularity, punctuality, responsibility etc. Therefore, the education for peace for primary school children is about helping them enjoy and celebrate diversity, beauty, and harmony in nature. They must be encouraged to develop the skills it takes to be at home with others (especially the art of listening and with nature (aesthetic sensitivity and a sense of responsibility).

**Peace education approach to secondary stage**

In the secondary and senior secondary stage students gradually become aware of their identity. They are on the threshold of becoming independent persons, though still deficient in maturity. The resulting confusion leads to conflict with peers, parents, and teachers. During this phase, their skills for rational thinking, communication, and self discipline are tested. They need training to resolve, through dialogue and negotiation, the conflicts they are sure to encounter in day-to-day interactions. They also need to develop awareness about inter – relationship and interdependence in the global and ecological contest, so that they can form a wider perspective on justice, peace, and non-violence. It is important to enable them to be not only the recipients of peace but the active makers of peace, who can think for others and help them.

**Peace education approach to Higher Education Stage**

Educators at all levels generally agree that students should be taught about peace. This is especially true in the current situation in the world. Higher education is perceived as extremely important, and the students in the higher education should be inculcated the knowledge, attitude and competencies in the area of peace keeping. These students are going to become a national builders and role models of the society. Therefore the students in the higher education should come out with all good entities of human beings. Further, the role of the teachers in the higher education is of paramount importance. The higher education teachers to be a role model for their students. The

teachers need to be aware of the effect of their behavior on students. In this stage, the global understanding, universal brotherhood, human rights awareness, crisis and conflict administration skills could be taught along with their other syllabus. The special elective subjects and major branch of studies in peace education courses would be more benefit to the Students at higher education level.

### **Peace Education Approach to Adult Education stage**

As society continue to learn and develop their competencies in relation to the new realities and challenges ahead. This is where adult education plays a key role in meeting such demands in their more interconnected globalised world. Investment in adult education plays a critical role in supporting a society's capacity for adaptability and change, and helps create a competitive workforce which is essential in competing in the global economy and international challenges. Today we are living in the ever changing technology era with lot of human conflicts.

The potential and capacity of adult education to enable people to realize their full human potential by drawing link between their individual experiences and relating it to wider structural factors around them. Further, developing self-confidence, social awareness, cultural understanding, communal harmony and prosperity among adult education curriculum would help to inculcate peace in the minds of the adults.

### **Peace Education for College Student**

The college devotes much of its time and energy to the matter such as co-operation, good citizenship, doing one's duty and upholding the law. Directly from textbooks and indirectly through celebration of festivals, patriotic sentiments instilled. The nations past glorified and its legendary Heroes are to be respected. The curriculum of a college, its extracurricular activities and the informal relationships among students and teachers communicate social skills and values. Through various activities college impart values such as cooperation, team spirit, obedience, fair play.

### **Peace Education for Old Age:**

We must encourage the older people at home to develop their own social circles which also include a few youngsters. It could help them in become more accepting of youngsters and the present society. There are some old people who value their independence and it's best if they are

given their space. Of course this can happen only when they are fit both physically and financially.

### **Peace education for special need based student:**

All the children with special needs must be enrolled in primary schools. After the assessment of their disabilities by a team of a doctor, a psychologist, and a special educator, in schools, the child will be placed in appropriate educational setting. Applied behavior analysis is a method of teaching children with special need children. It is based on the premise that appropriate behavior including speech, academic and life skills can be taught using scientific principle. Mediation, drawing, sports, art and craft, are some awesome activities for them improves child's mood, attention and attenuates impulsivity.

### **Peace Education and Women**

Women are the major educators of the children at home, and continue to be so as they grow up. The quotation above shows that it is possible and necessary for mothers to change the very toys and concepts that boys grow up with , and exchange them for the toys that bear the concept of love, like for instance, the hugging of a Teddy Bear, as we see above. In the framework of the PCS, international co-operation and cross-disciplinary research, promoted by electronic technology and information services, can indeed greatly enrich peace education. Women, in their pursuit of peace, have also pointed out that attention should be given to the transition between tradition and modernity.

Thus the role of women is in the education of child with respect to peace and at the same time for spreading peace education among the masses. It is not limited only for the single family unit but also for the specific group, society and community, state and at the high level towards the nation. History tells us few references and evidences about this movement. But since years together this was started so early in life of every nation because one received its impression in the past culture and civilizations too.

### **Peace Education and Politics**

Peace education based on universally inherent five elements, viz. body, vitality, mind, intellect and spirit in every man and woman everywhere without any discrimination should be for all including for parents, teachers, current peace educators, preachers, rulers, representatives of people, bureaucrats, judges, lawyers, personnel in army and police departments and other professionals, and all minor and adult who have no

access to educational institutions for natural preparation and practice of good governance leading to nonviolence.

Good governance, nonviolence and other values are the by-products or secondary products of peace education of the author of these lines. Primary product of his peace education is integral manifestation of five elements in men and women. These are not merely the words as values to be learnt and skilled in them and to prepare others to follow as practiced in prevalent peace education. Current peace education may be one of the types of remedial educations like disarmament education, tolerance education, women education, education for international understanding, education for nonviolence and education for other similar problems, because in future, we may have education for anti-terrorism and other forms of anti-violence. And the exiting peace education may cure the symptom of violence and bad governance, not the cause of violence and bad governance. However current peace education is not for all. Only a very few privileged well-to-do have the access to the present peace education. But in definition of peace education of the author of these lines, the inherent five energies, as stated above, in every man and woman are very prone to be known and realized integrally and perpetually by everyone. This peace education should be core-subject in all educations from nursery, primary, secondary to higher education. And this peace education will go beyond campus education and will continue till the end of life of all men and women.

#### **Peace Education and Street Children**

a 'child of the streets', having no home but the streets. The family may have abandoned him or her or may have no family members left alive. Such a child has to struggle for survival and might move from friend to friend, or live in shelters such as abandoned buildings.

Street children are with us and constitute the present and future of the country. Their learning needs were similar to those of children who grow under care, love and protection of their parents. However street children are exposed to difficult environment and living conditions when compared to other children growing up under parental love and care. They engage in all sorts of antisocial behavior and value enhanced freedom and this could explain their instability in formal school. Education for the street children should therefore address pertinent issues regarding the unique experiences of these children before effective learning can take place. They require a special

curriculum that allows for rehabilitation which takes a non formal approach yet allowing entry and re entry to formal schools. It should be flexible and include trade skills for livelihoods.

#### **Peace Education and third Gender**

In India there are a host of socio – cultural groups of transgender people like hijras/ kinnars, and other transgender identities like – shiv-shaktis, jogtas, jogappas, Aradhis, Sakhi, etc. However, these socio-cultural groups are not the only transgender people, but there may be those who do not belong to any of the groups but are transgender persons individually. Constitutional rights of transgender people Preamble to the Constitution mandates Justice - social, economic, and political equality of status.

In 2014 Supreme Court declared that India's centre and state governments should grant legal recognition of a transgender person's identity as male, female or third gender in accordance with that person's self-identification. It also declared that centre and state governments should take positive measures to fully realise the rights of transgender people including by: ensuring that transgender people benefit from reservations for educational institutions and public appointments; making available focused medical care and social welfare schemes; and conducting public awareness raising campaigns to reduce society's ostracisation of the represented groups.

Constitution of India, the Indian Supreme Court classified them as belonging to a 'third' gender in April 2014 and directed the central and the state governments to provide them with reservations in educational institutions by considering them as 'socially and educationally backward classes of citizens'. Further, India's Transgender Persons (Protection of Rights) Bill, 2016 provides for inclusive education for transgender students. Against this background, this article critically examines the educational scenario for transgender students in India in light of the inclusive education model and offers recommendations for a coherent approach.

#### **Organization of Cultural Activities in an Educational Institute:**

It is believed that peace and harmony may be nurtured through some cultural activities like group songs, street play, dramas etc. Some other literary activities like collage, paintings, slogan writing, essay writing may also be organized in an institute to nurture peace values in students.

Organization of Group Discussion, Seminar and Workshop Activities. These activities



are to be organized in an educational institute for promoting Peace and Harmony. Following topics can be discussed during the activities:

i.Democracy:	1. Basic equality of individuals. 2. Civil liberties.
ii.Secularism:	1. Religious tolerance. 2. Equal (positive) respect for all religions and groups. 3. Condemning casteism and communalism. 4. Making efforts enthusiastically for peaceful coexistence with groups.
iii.Social Justice:	1. Gender equality. 2. Removal of social and economic disparities.
iv.Social Reforms:	1. Disapproval of social evils (like untouchability, dowry, Drug addiction).
v.National Integration:	1. Understanding and appreciating unity in diversity of (India's heritage and composite culture of modern India). 2. Condemning disruptive activities and forces (linguistic, regional).
vi.International Understanding:	1. Understanding interdependence of nations and humanity as a whole. 2. International cooperation in solving international economic, social cultural and humanitarian problems. 3. Dignity and worth of human person, respect for fundamental human rights and global equality. 4. Role of World Bodies (UN, UNESCO, WHO, ILO, IMF, etc.) For peaceful co-existence among nations and progress of humanity. 5. Developing a sense of

	World brotherhood with broad humane outlook and humane approach, beyond narrow limits of nationalism.
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**Suggestions for successful achievement of peace education at all levels of learning**

- There must be proper identification of values.
- Syllabi in language, must provide the inclusion of texts whether poetry, essay, novel, drama or the short stories which either contain or offer ample scope for the inculcation of values.
- There must be a proper stress on the development of love as an important social relationship.
- Number of daily activities like prayer, meditation and yoga may be arranged to help the developmental spirituality in the student.
- Inter religious faith meeting may be arranged for.
- Extracurricular activities should be value based and directed towards the inculcation of values.
- Preparing the young students to acquire the sense of world citizenship.
- Giving a rational explanation of some of our inherited beliefs and values
- Training the students in the art of living in total harmony with the environment.
- To create interest in identifying and utilizing more formal and informal techniques

**II. CONCLUSION**

As peace is a complex, multi-dimensional concept, the contents are not prescriptive. Rather, they are to be viewed as generalized guidelines. Peace is a comprehensive term that requires a transformation in our thinking, sense of values. Education is the only means which can generate interest, values, aesthetics and other qualities which are necessary to bring peace in human mind. The first and foremost principle that a teacher should keep in mind in this respect is "unity in diversity." our curricular contents draw freely upon the Indian tradition as well as the culture of the world. Our curriculum has to inculcate among the students the value of paying equal respect to all. For this, the contents should be taken from The Bhagwad Gita, The Quran and The Guru Granth Sahib, and The Upanishads. The curriculum should include religious stories, legends, myths and fables. Whenever possible, prayer, yoga, and meditation camps should be organised to cultivate ethics and develop the quality of 'dignity of labour' among

the students. We have to prepare them for future life. We have to make them men of characterizing above the considerations of country, caste, language, and religion.

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