



ISSN -PRINT-2231-3613/DLNE2455-8729
International Educational Journal

UGC APPROVAL NO. - 42652

CHETANA

Received on 8th Jan 2018, Revised on 25th Jan 2018; Accepted 7th Feb 2018

ARTICLE

Peace Education at Elementary Level: Need of the Hour

Himanshu Bhushan Jena, AT/PO – Raipur
Via-Charinagal, Dist. Jajpur-754292, Odisha
Email: himanshubhushanjena@Gmail.com 9777693380 (M)

Key words: *Peace, Peace Education, Elementary Level etc.*

Abstract

Peace education is a process of teaching people about the threats and strategies of peace. It aims at the total development of the child, acts as a remedial measure to protect children from falling into the violent ways in society, tries to inculcate and garner higher human and social values in the minds of the child. It also attempts to develop a body of behavioural skills and peace building for great cause of humanity and seeks to develop an individual into a peaceful person. Out of four pillars of Education, recommended by International Commission on Education for Twenty-first century under the chairmanship of J. Delors, 1996 in its report, "Learning : The Treasure Within", the two pillars i.e 'Learning to live together' and 'Learning to be' are devoted to peaceful living and peace education. The National curriculum Framework, 2005 is also more direct and particular towards the need of promoting peace through education. As elementary level is the foundation on which the edifice of secondary and tertiary level stand, children have to develop a sensible worldview from the very beginning. In order to realize the objectives of peace education a well-designed experiential integrated curriculum is needed. In addition to traditional methods, the innovative methods i.e cooperative learning and teaching, Group discussion, peer learning and teaching, Brainstorming, Role play, Energizers, Storytelling, Experiential Teaching, Inquiry-based learning and teaching etc. are to be adopted for natural ways of inculcating peace in the minds of children. The teacher ought to be child-friendly, facilitator, mentor and direct messenger of peace with cosmopolitan and democratic outlook. Thus, peace education is the panacea of all odds and evils and the master key to harmony, tolerance and peace-inward and outward.

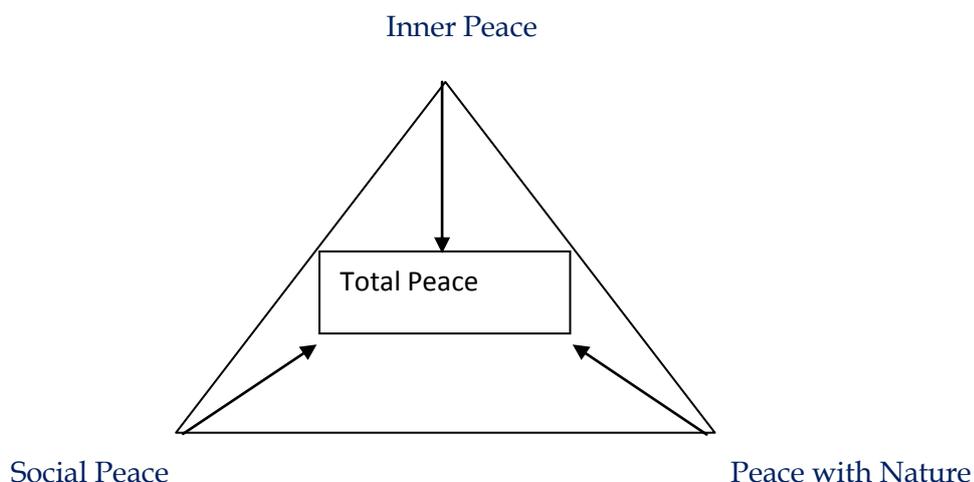
Introduction

The modern age is an age of explosion of exposure, knowledge and expectation. Nowadays, the agenda of development is a top priority of almost all countries of the world. However, the presence of negative forces with their violent inhuman activities is, no doubt, a stumbling block in the path of universal brotherhood and peaceful co-existence. How can we be developed one where corruption is rampant, intolerance is growing, loss of character and moral values is the order of the day, terrorism, fundamentalism, communalism, racism, casteism, regionalism, narrow nationalism, sectarianism and bigotry are raising their ugly heads to threaten the very fabric of fraternity and tranquility ? Development without peace is disheartening and misleading. Thus, the preamble of the UNESCO categorically states: "Since wars begin in the minds of men, it is the minds of men that the defense of peace must be constructed". It's high time for educationists, teachers, intellectuals, curriculum experts, administrators and policy makers to rethink how to ensure such an environment for the future generation to live peacefully in the upcoming real world .It is only possible through peace education that educates human beings how to live with peace and dignity and how to overcome the threats of and violence conflict.

Peace Education at a Glance

The Meaning of Peace

The word 'peace' is an umbrella term that has a broader meaning and wider connotation. It includes three basic aspects i.e. inner peace, social peace and peace with nature, that can be diagrammatically presented as follows :



- (a) Inner peace: Inner peace is nothing but peace with self-contentedness i.e harmony and peace with oneself, good health and absence of inner conflicts, joy , feelings of kindness, compassion and content , appreciation of art etc.
- (b) Social peace: Social peace is 'I earning to live together'. It implies harmony in human relationships, conflict reconciliation, and resolution, love, friendship, unity, mutual understanding, co-operation, brotherhood, tolerance of differences, democracy, human rights, morality etc.
- (c) Peace with Nature: Peace with nature implies living harmony with the natural environment and mother earth.

Peace Education: Definition

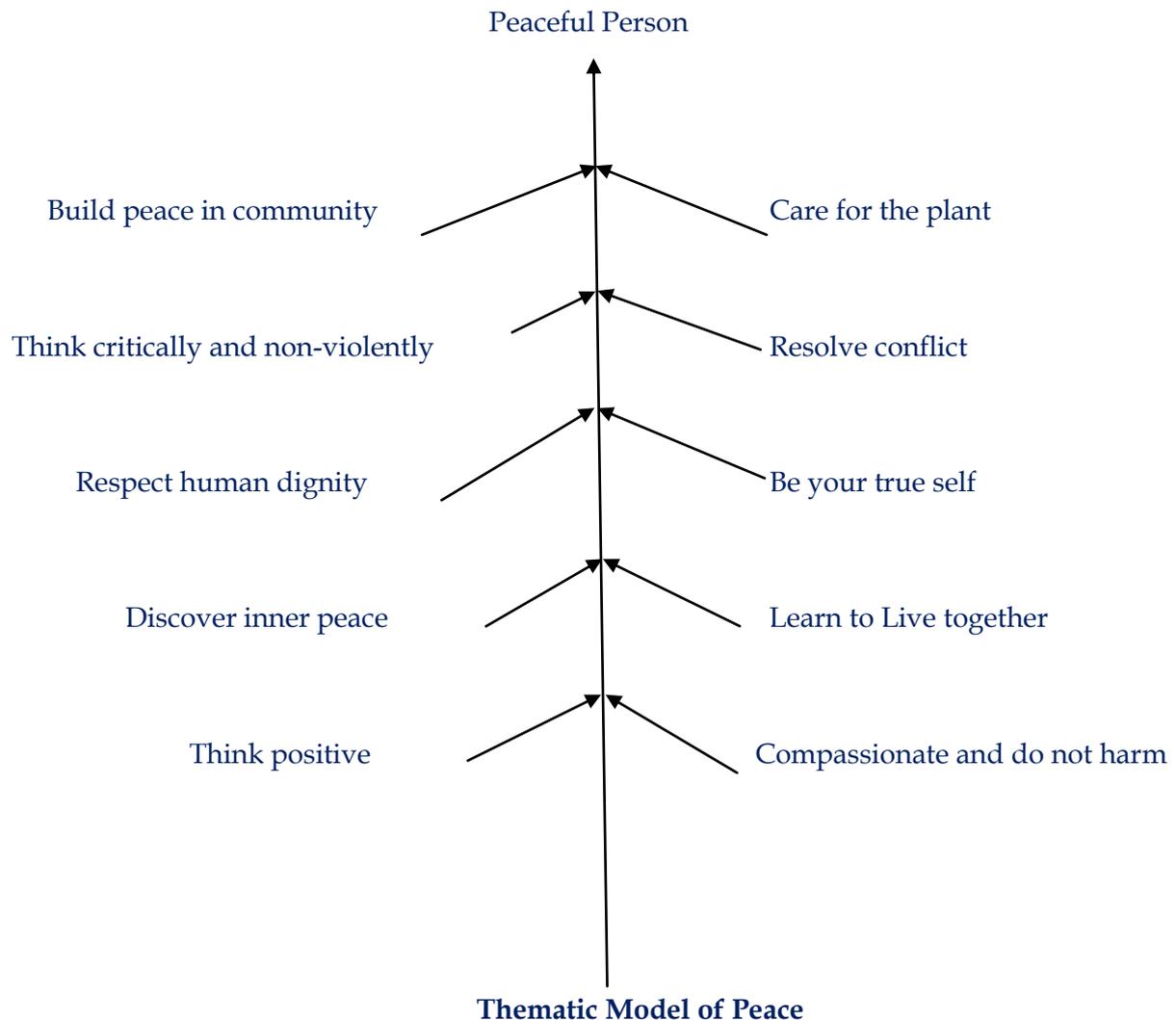
Peace education can be defined simply as "the process of teaching people about the threats of peace and strategies of peace". (Harris, 2008 p.5). It is an attempt to respond to problems of conflict and violence on scales ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures. (Laing, 1978). Moreover, it is holistic. It embraces the physical, emotional, intellectual and social growth of children within a framework deeply rooted in traditional human values. It is based on a philosophy that teaches love, compassion, trust, fairness, cooperation and reverence for the human family and all life on our beautiful planet. (Schmidt and Fridman, 1988). According to UNICEF, "Peace education 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 as an intrapersonal, interpersonal, intergroup, national or international.

Peace education has different nomenclature in different countries and organizations i. e Value education (Malaysia and Philippines) ,Citizenship Education (USA), Education for mutual understanding (Ireland), Developmental Education (UNICEF), Education for peace (Rwanda), Education for conflicts resolution (Sri Lanka), Values for life (Egypt) etc.

To sum up, peace education is a process that-

- Aims at the total development of the child.
- Acts as a remedial measure to protect children from falling into the violent ways in society.

- Tries to inculcate and garner higher human and social values in the minds of the child.
- Attempts to develop a body of behavioral skills, needed for peaceful living and peace building for the great cause of humanity.
- Seeks to develop an individual into a peaceful person as shown below.



Peace Education on Global Front:

The urgent need of peace through the sacred weapon of education was badly felt after the devastating 2nd world war. Peace education at international level got due momentum when the United Nations Organization (UNO) was formed in 1945. It stressed, "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding,

tolerance and friendship among all nations. Racial or religious groups and shall further the activities of the United Nations for the maintenance of peace".(United Nations General Assembly,1948 p.6).

To boost peace education at global scenario, International Commission on education for twenty- first century under the chairmanship of J. Delors, 1996 in its report ``Learning ; The Treasure Within'' clearly recommended, Education throughout life is based on four pillars: learning to know , learning to do , learning to live together and learning to be . Out of four pillars of education, `Learning to live together' and `Learning to be' are dedicated to peace living.

Learning to live together

Let's learn to live together through education by developing an understanding of other people and an appreciation of interdependence -carrying out joint projects and learning to manage conflicts - in a spirit of respect for the values of pluralism, mutual understanding and peace.

Learning to be

Education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills, development of Personality and ability to act with ever greater autonomy, judgement and personal responsibility.

Moreover, The U.N Resolution 1998 stressed on the cultivation of culture of peace. According to the resolution `` Culture of peace is an integral approach to prevent violence and violent conflicts and an alternative to the culture of war and violence , based on education for peace , the promotion of sustainable economic and social development , respect for human rights , equality between women and men , democratic participation, tolerance , the free flow of information and disarmament''.

Peace Education in India

India , a sacred land of mega-biodiversities has a high heritage of culture and is a global messenger of peace and harmony through ages . The Gita, the Vedas, the Puranas and the Upanishads are the sacred treasures of wisdom for promoting world peace. The ancient Indian seers, saints and rishis visualized the Earth as a Global village and taught us `Vasudhaiva Kutumbakam' -The whole world is a family . We are proud of Lord Buddha, Swami Vivekananda, Sri Aurobindo, Mahatma Gandhi, Gurudev Rabindanath Tagore, whose ideas and ideologies are the guiding principles of world communities today. After

independence, India has contributed significantly to world peace through the adoption of policy of Panchaseela and Non-alignment. Moreover, steps have been taken to include education for peace through different subjects of school and higher education. NCERT is also working hard to orient teacher community for inculcating peace in students and carrying out the peace education programmes in schools.

The National curriculum framework-2005 is more direct and particular towards the need of promoting peace through education. So, The NCF-2005 has categorically focused on major frontiers of education for peace as : (a) Bringing about peace orientation in individuals through education, (b) Nurturing in the students the social skills and outlook needed to live together in harmony, (c) Reinforcing social justice, as envisaged in the constitution. (d) The need and duty to propagate a secular culture, (E) Education as a catalyst for activating a democratic culture, (F) The scope for promoting national integration through education. (g) Education for peace as a life style movement. The National Focus Group on Peace Education constituted in the context of NCF, 2005 in its position paper on Education for peace also states. "Peace is a contextually appropriate and pedagogically gainful point of coherence for values. Peace concretizes the purpose of values and motivates their internalization. With such a framework the integration of values into the learning process remains a non-starter. Education for peace is, thus, ideal strategy for contextualizing and operationalising value education". (p-1).

Need of Peace Education at Elementary Level

As elementary level is the foundation on which the edifice of secondary and tertiary level stand, children have to develop a sensible worldview from the very beginning. It's urgent need to widen and broaden their world vision and inculcate peace. According to Coleman McCarthy "Unless we teach children peace someone else will teach them violence." Thus, peace education is needed-

- To create a global outlook
- To orient children in co-operative learning rather than in competition
- To promote a sensitivity that prizes harmony and quietude.
- To develop a sense of responsibility for self and other human beings
- To develop among students critical thinking, positive self-image, sense of dignity and self-worth, aesthetic sensitivity.
- To indoctrinate the principle, 'I am because you are' among students.

Aims and of Objective Peace Education

The aims and objectives of peace education according to UNICEF as follows:

Knowledge

It includes:

- Awareness of own needs, self-awareness
- Understanding nature of conflict and peace
- Ability to identify causes of conflict and non- violent means of resolution
- Conflict analysis
- Enhancing knowledge of community mechanisms for building peace and resolving conflict
- Mediation process
- Understanding of rights and responsibility
- Understanding interdependence between individuals and societies
- Awareness of cultural heritage
- Recognition of prejudice

Skills

It implies:

- Communication: active listening ,
- Self - expression, Paraphrasing, reframing.
- Assertiveness
- Ability to cooperate
- Affirmation
- Critical thinking
- Ability to think critically about prejudice.
- Ability to deal with stereotypes
- Problem solving
- Ability to generate alternative solutions
- Constructive conflict resolution
- Conflict prevention
- Participation in society on behalf of peace
- Ability to live with change

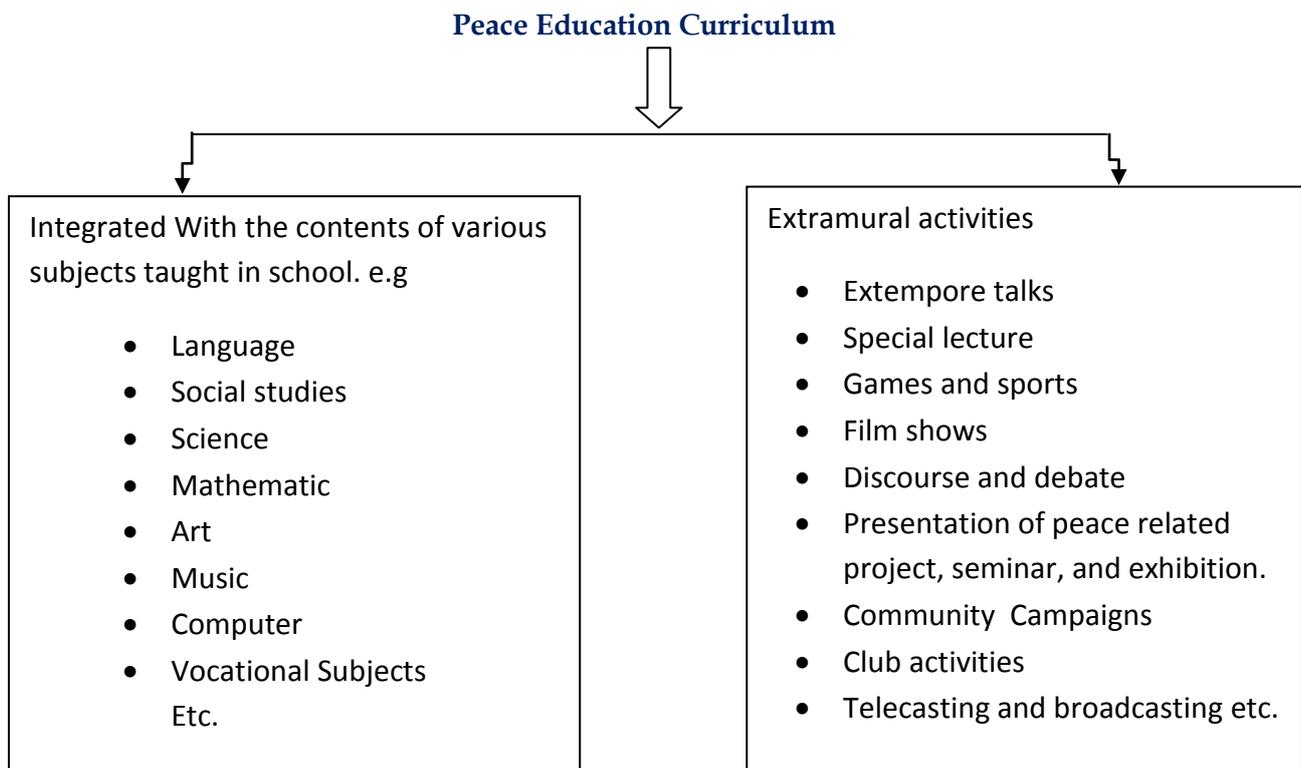
Attitude

It includes:

- Self –Respect , positive self-image ,strong self-concept
- Tolerance ,acceptance of others, respect for differences
- Respect for rights and responsibility of children and parents
- Bias awareness
- Gender equity
- Empathy
- Reconciliation
- Social responsibility
- Sense of justice and equality
- Joy in living

Curriculum for Peace Education

As the ultimate goal of peace education is the formation of responsible committed caring world citizen for peace and harmony, curriculum needs to be designed accordingly. There is no need to teach peace education as an independent subject, rather it can be integrated in the regular school subjects in addition to various extramural activities for a well- designed experiential curriculum. The layout of peace education curriculum is as follows.



Methods of Teaching

In addition to traditional teaching methods, the following methods are to be adopted for peace education.

- Cooperative Learning
- Group discussion
- Peer learning and teaching
- Brainstorming
- Role-play
- Energizers (Motivational Activities)
- Story telling
- Experiential teaching
- Inquiry - based learning and teaching
- Value clarification
- Dramatics and literary activates
- Sports and Games
- Counseling
- Yoga , Meditation

Role of the Teacher

The teacher ought to be child - friendly , facilitator, mentor and direct messenger of peace .(S)he needs to be cosmopolitan and democratic out and out . (S)he has to identify effective strategies and practices with human touch that could transform the school into a place of harmony. Thus, the New National Policy on Education, 2016 (proposed) has given a pivotal role to teacher stating, ``The teacher is the centre around which education of children revolves''. Thus, when there is active and participative learning in the classroom using interesting joyful teaching learning methods and techniques in a friendly and living atmosphere, marked by creative and constructive expressions of potentialities and self-discipline, peace will emerge automatically and naturally.

Major Research Findings on peace education

- Peace education is most effective when the skills of peace and conflict resolution are learned activity and are modeled by the school environment in which they are taught.

(Baldo and Furniss,1998)

- Ample time is to be allowed to train teachers so they can both internalize concepts and skills of peace education themselves and be adequately prepared to convey those concepts and skills to others. (Metis,1990)
- Cooperative and interactive methods that allow for active student participation and practice are to be used.(Stvahn,et.al,1996)
- Generic problem solving skills are to be taught through the use of real life situation. (Tolan and Guerra,1994)

Conclusion

The growing menace of terrorism throughout the world is a matter of serious concern for one and all. The educational institutions, teachers and tiny tots are the emerging targets of terrorists . In Indian context, cross - border terrorism is an open challenge. Thus , our education system is to be redesigned to cultivate the cult of peace and harmony, to fan the flame of humanism and to germinate the gem of tolerance and universal brotherhood ,with a well- structured , well - designed and well - organized peace education not only at secondary and university level but also at elementary level. Let's brood over Swami Vivekananda's categorization, ``Should we teach our students just `to know' or `to be'? The question is wide open to all of us. `Together we live' or `Together we die', the decision is ours.

References

1. Baldo, M., & Furniss, E.(1998). *Integrating life skills into the primary curriculum*. New York: UNICEF.
2. Delors, J.(1996). Learning: The treasure within. *Journal of All India Association for Education research*. 8,51-57.
3. Fountain, S. (1999). *Peace Education in UNICEF*. Working Paper Education section. New York: UNICEF.
4. Harris, I. (2008). History of Peace Education (Edn.) *Encyclopedia of Peace Education*, Chalotte, NC: Information Age Publishing.
5. Metis Associates.(1990). *The Resolving conflict creativity program-1988-89*. Summary of significant findings, New York.
6. National Council of Educational research and Training,(2005). National Curriculum Framework, *NCERT* , New Delhi.

7. Stevehn,I., Johnson ,d.,Jhonson, R. & Real,D.(1996). The impact of a cooperative or individualistic context in the effectiveness of conflict resolution training. *American Educational Research Journal*. 33(3),801-823
8. Tolan , p. and Guerra, N. (1994).*What works in reducing adolescent violence : an empirical review of the filed*.USA : Boarder co.
9. Pandey, S.(2007). Constructivism and the Pedagogy of Education For Peace. A Reflection on School Education Curriculum Reform. (NCF-2005). *Journal of Indian Education* .XXXIII (2),21-29 .

*** Corresponding Author:**

Himanshu Bhushan Jena, AT/PO—Raipur
Via-Charinagal, Dist. Jajpur-754292, Odisha
Email: himanshubhushanjena@Gmail.com 9777693380 (M)