

Education for Peace: Need of the hour for all disciplines

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“Eye for an Eye will make whole world blind”- Mahatma Gandhi

Abstract:

Is there a place where mind is free from any kind of fear? Why is there a persistent threat? Why is so much of checking and frisking? Still there are bomb blasts, fear of bomb blasts at national and international level. Any countries budget is heavily loaded with armaments and accumulation of arms and ammunition. Why are people employing personal security systems and guards? Does the peace still emerge out of all such strategies being employed? Peace has two dimensions intrinsic and extrinsic. Will a person have peace with all the wealth and security systems? Will peace come from outside or should it come from within can we train people in peace?

We religiously teach the preamble of our constitution to our school children, our youth in some form, indicating that this is the vision of India that we visualize and want to see in the near future to happen. The preamble indicates our lofty goals and ideals that we promise and give batch after batch of students. We need education for our students that is fair unbiased towards all the students and it is also inclusive for all people coming from any section of the society. Educational institution for long has been striving hard to build fair and just society for all.

The current paper is trying to focus on some of the issues raised above and also it focuses on preventive strategies rather than ameliorative strategies. Authors are of the view that it is high time that the universities and colleges rise to the occasion and integrate peace in the framework of respective curriculum at various levels.

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Introduction

We religiously teach the preamble of our constitution to our school children, our youth in some form, indicating that this is the vision of India that we visualize and want to see in the near future to happen. The preamble indicates our lofty goals and ideals that we promise and give batch after batch of students. We need education for our students that is fair unbiased towards all the students and it is also inclusive for all people coming from any section of the society. Educational institution for long has been striving hard to build fair and just society for all. A society that is based on equality, respect for others, where there is social justice and humanity. Where there is no oppression and no exploitation. The policy within the institution also educates the students to work on the above mentioned ethics and ethos. The morale of the students and teachers is also boosted on these idealistic grounds in varying proportions.

Search for peace has been there from time immemorial people have meditated, left home in search of peace and also taken a way towards drug addiction to may be run away from peace less situation.

Growing consumerism and material culture is another major factor which is a cause for restlessness and lack of peace. Material culture of having things better than the best and the latest products from all over the world, has added to restlessness leading to more stress and lack of peace.

If we look at the society and social problems we find frustration, suicidal tendencies and attraction towards drugs and alcohol are on rise. Somewhere it indicates that in order to get rid of stress and anxiety people are drawn towards different kinds of things to relieve their stress and to aspire for peace.

Workplaces with globalization, privatization and liberalization have played a very significant role on health and stress levels of people. The amount of stress of meeting deadlines in the limited time has increased, so much so that people have to forgo sleep in

order to complete the projects. The recent study that was showed on national television with DNA report of ZEE TV revealed 93% of people suffer from sleep disorder. Work culture is also very stressful where people are expected to be running faster than the fastest in the same place. They are supposed to promote themselves and their products in most innovative manner.

Aggression is on rise we see students engaged in various kinds of activities that are constructive and help others. There are yet other group of people who fight with others on petty issues, use abusive language, or even indulge in antisocial activity. All the above make a case to introduce peace education at a multidisciplinary level in colleges and Universities.

Lack of peace also results due to inequitable distribution of resources and unequal distribution of power. Lack of peace comes from socio – economic injustice, inequality, injustice, discriminatory practices followed etc...

The culture of consumerism is also adding to a lot of waste and garbage not just in the environment but also in the minds of people. More the clutter more will be restlessness and lack of peace. Peace as a desire and peace as a deliverable is a question which we have to ask as educators of the youth. Why peace cannot become an integrated component of our curriculum? Do we really use all that we possess? Stress management is seen as a part of curriculum, managing something is like you have no control or choice (it is like a disease that you are expected to stay with, control it, regular exercise, regular check-ups, medications etc). Stress management deals with ameliorative action.

The current paper focuses on three things one to understand peace and variety in diversity, unity that is desired, the second thing is the various agencies and their effort and the third is how to teach peace education to the multidisciplinary modern education system, both at implicit and explicit levels.

Where does peace lie?

Every person has different desires in life and these desires are translated into the tangible goals that one wishes to achieve. On one hand there is a goal on other side there is anxiety to achieve goals. Till the goal is not achieved there is restlessness. The path from the goal to goal achievement is not very easy it is marked by varied barriers in terms of intrinsic barriers and extrinsic barriers. The intrinsic barriers are in terms of various emotions clamoring for attention, patience, tolerance, perseverance, courage, motivation, suitable temperament and various sacrifices made for the achievement of the set goal. In the extrinsic barriers are the various barriers in terms of people competing for the similar goal, finance needed, infrastructural facilities needed to sharpen the skill, competence and nurture the talent. If the goal is achieved smoothly there is peace, but if the goal is not achieved the peace is disturbed.

How is peace reflected? Peace can be seen in terms of body language, face and grace on it, in general communication, even the air that people carry around them reflects peace and calmness. Peace is reflected in the way a person walks and a person relates with other people in day to day matters. Research has proved that stress and performance has an inverted 'U' relationship.

The education for peace also doesn't mean that people develop a deep sense of tolerance for everything and accept the treatment levied on them. Peace education is also about dealing with various situations, being able to talk about them, get justice for ourselves and for others in non violent yet affirmatively.

Levels of Peace:

There are five levels of peace (source needs to be found)

First level: harmony with self that is peace at intrapersonal level. At this stage a person has self respect, hope, love and dignity.

Second level: Interpersonal peace, interpersonal peace comes into play when an individual deals with the group and deals with them, understanding, empathy, compassion comes into play at this level.

Third level is Intergroup peace: one may be peaceful in ones own community as the values and beliefs are shared also adjustment is more amicable. But when it comes to moving to different communities and working with them at times cultural adjustment would be needed at many different levels.

Fourth level: Respect for other nations, again the socio- cultural milieu of a nation is similar in many aspects and constitution is the guiding principle. In other countries the guiding principles would be different and also behavior patterns would be different.

Fifth level of peace is Peace between human and Earth. The final level of peace is where there is synchronization with all the elements and the human being. This is the stage where fear doesn't exists.

Celebration of Differences: in any conflicting situation there are two warring fronts at the same time there is also a scope for third possibility. The conflict word itself would not have found place if everything would have been similar and equal everywhere we all would have been like packaged drinking water bottles similar in shape, size, structure and needs. Sameness can be quite boring. Difference adds color to life, difference adds spice and variety to life. We need to celebrate differences rather than fight for it. The third side needs to be explored people need to be educated and consciously trained to look at this third side in order to resolve a conflict. Even before resolving a conflict it is important to look at the various types and the nature of conflict.

Levels of Conflicts:

The conflicts can be at various levels from individual to groups to state to national to international. Some of the types of conflicts are discussed in the section below There can be real conflict and pseudo conflicts. Real conflicts are emotionally sapping and disturbing whereas the pseudo conflicts can be fun filled and just for enjoyment.

- Intrapersonal conflict: Intrapersonal conflict is the one that takes away the peace of an individual when the individual has a choice to make between a win- win type of situation. E.g If one has to select between two good jobs.

- Interpersonal conflict: This type of conflict arises when two people need similar attention and similar facilities. But the available resource are less. Like there is single cabin which is demanded by two equal faculties.
- Social Conflict: The conflict that arises due to scarcity of water in a particular area.
- Communal conflict: when there are riots between the religious groups
- Economic conflict: when the budget is limited and the priorities are conflicting whether to go for car or house.
- Power struggle: The kind of conflict that comes into play before elections. Where there is tongue lashing by candidates on each other. Or even when new promotion is due where a candidate has to be selected and there is single vacancy lot of power struggle can be witnessed along with lot of loose talk.
- Conflict for freedom: women have been protesting for this freedom. Where the women have been given responsibilities after responsibilities without much of authority to decide.
- Conflict for equality: again women have been asking for the equality
- Conflict for survival: girl child has a battle to fight at this juncture to survive. Also the people in the war torn area suffer from the conflict for survival. People try to fight all kinds of odds in order to survive.

There are various reasons for conflict there are various ways in which the conflict is handled.

Investment in WMD for Peace:

For our survival and in order to maintain peace a large amount of investment is made in WMD. Weapons of mass destructions (WMD) are purchased by various nations and are continuously on rise country after country is strengthening its position by acquiring WMD in order to even maintain peace (indicating please don't even try to disturb us if you do so we have these WMD with varying capacity to destroy your territory). Countries invest large amount of money in military establishments, nuclear power programs and missile programs in order to establish peace.

Origin of peace education:

Peace education is not a modern invention the Rig veda has ushered in a new era of enlightenment and one worldness. The vedantic ideas of “brahman” speaking of “oneness of the mankind”. It sings of mutual co-existence and eternal peace. It dreams of “the fatherhood of god” and the “brotherhood of man”. The Indian heritage is based on universal brotherhood and eternal peace.

Different organizations promoting peace are

- 1) Universal Declaration of human rights “it promotes “understanding, tolerance and friendship” among all nations, racial or religious groups”
- 2) International institute on peace education (IIPE): IIPE is a cooperative learning opportunity bringing together educators from around the world to learn with and from each other models and principles of critical, participatory peace pedagogy.

Objectives of peace education: through humanizing process of teaching and learning, peace education facilitates human development. They strive to counteract the dehumanization of poverty, prejudice, discrimination, rape, violence and war. Originally aimed at eliminating the possibility of global extinction through nuclear war, peace education currently addresses the broader objective in building a culture of peace. In this global effort, progressive educators world wide are teaching values, standards and principles articulated in fundamental UN instruments such as the UN charter.

UNICEF describes peace education as schooling and other educational initiatives to

- Develop a climate that models peaceful and respectful behavior among all members of the learning community
- Promote the principles of equality and non discrimination in administrative policies and practices.
- Draw on the knowledge of peace building that exists in the community, including means of dealing with conflict that are effective, non violent and rooted in the local culture.

- Handle conflicts in ways that respect the rights and dignity of all involved.
- Integrate an understanding of peace, human rights, social justice and global issues
- Throughout the curriculum whenever possible
- Use teaching and learning methods that stress participation, Cupertino, problem solving and respect for differences.
- Enable students to put peace making into practice in the educational settings as well as in the wider community.
- Generate opportunities for continuous reflection and professional development of all educators in relation to issues of peace, justice and rights. (peace education working paper in UNICEF 1999)

Strategies for inculcation of Peace Education for young adults:

The strategies for integration and inculcation of peace education can be at four different level. Along with the strategies for inculcating peace methodology of transacting them in class room are also given. Beginning with the individual first, an individual is the first to encounter a threat perception also he/she will have to respond to the threat in the time frame available. The intrapersonal communication plays a vital role in interpreting and dealing with stressors or conflicts. Intrapersonal communication can be dealt with, by helping students to deal with self talk. Training in the positive and constructive self talk can be done through Neuro-linguistic programming (NLP).

The methodology that can be adopted would involve various situations cases and how to deal with the help of self talk. Silence, meditation and breathing exercises can also aid in the process of establishing internal peace.

Second level would be the interpersonal; interpersonal can be further classified into two groups one could be the known group another unknown to the person in a group. A student is comfortable in his own group but when it comes to unknown group one seems to lack fundamental social skills of connecting and conversing with members from different group. Techniques related to development of social skills, decision making and group management have to be studied. Methodology would involve rotating small group

discussions on various social issues. Basic aim is to get students to communicate and converse with various groups keeping in mind, voice, intonation, voice modulation, body language, gesture and posture.

Third level would be to interact with people belonging to other nations in this level students can be asked to become UN council members and discuss issues pertaining to various nations and countries. Through various such discussions their world view would expand and they will be able to think and discuss matters pertaining to cross border stress, drugs, smuggling illegal migration, human trafficking, arms, ammunition and terrorism etc. Transaction of this level can be done with the help of documentaries, videos, you tube broadcasts, news bulletins, magazine articles, debates and discussions.

In the fourth level students can discuss the larger issues that the world is facing in terms of harmony with the nature and environment and also how to tackle these issues so that peace can be inculcated and sustained.

Various activities that can be done to integrate peace education with curriculum in both implicit and explicit ways:

Aim of these activities should be to develop values and attitudes like; global concern, ecological concern, co-operation, tolerance, justice, social responsibility and positive vision. The ultimate goal should be to develop skills like; reflection, critical thinking, decision making, imagination, communication, conflict resolution, empathy and group building.

- **For intrapersonal conflict resolution:** meditation ,yoga can be a suitable remedy, Use of value analysis and value clarification models of teaching
- **For interpersonal conflict resolution** negotiation needs to be used in place of confrontation

- Essays slogans, discussions on peace talks, win-win solutions to be worked out, teachers should also develop peaceful ways of solving interpersonal problems
- Classroom climate should be based on inclusive growth and sustainable development.
- Equality and social justice and non discrimination needs to be practiced.
- Ethics and morals have to be inculcated
- Provision of parliament
- Debates, discussions, role plays (around the theme of peace)
- Educate discussions in local conflict resolution techniques
- Curriculum integration in various subjects across subject and discipline we can discuss on blood less revolution
- Co-curricular activities dance, drama, ballet etc
- Practice of values of non violence and rights of people
- Set achievable goals
- Use appropriate language for peace
- Help students follow the steps of Ghandhigiri
- Lot of children literature and moral stories can be integrated with teaching learning process

Conclusion:

It is said again and again that the children's literature should reflect values in a gentle way. In other words, nothing should be prescriptive but propositional so that a child may try to draw a moral on his own in an imaginative way. Education of values therefore is an important model to boost all kinds of peace. The family system for long has been playing the role of inculcating values in young students. Peace also has to do a lot with upbringing of a child and the way he or she views and reviews a threat perception. Does the threat perception brings positive or negative images in the mind of a person thus giving an interpretation for fight or flight.

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