



CULTIVATING PEACE EDUCATION IN SCHOOL THROUGH TEACHING-LEARNING

Dr. Mousumi Dey Sarkar (Das)

**Assistant Professor, Gangarampur B. Ed. College,
Gangarampur, Dakshin Dinajpur**

Abstract

Peace education can be defined as a method of getting the values, the wisdom and developing the outlooks, ability and behaviours to live in coherence with one self with others and with the natural surroundings. Peace education is a sequence of teaching that are drawn from people, their aspiration for peace, non-violent substitutes for managing encounter and skill for acute evaluation of essential arrangement that produce and authentic injustice and inequity. Peace education in schools can also be through encouraging a commitment to peace as a settled disposition and enhancing the self-reliance of the individual as mediator of peace, as notifying the student on the concerns of war and social unfairness, as enlightening the student on the value of peaceful and just social arrangements and working to develop social structures as motivating the student to leave the world and to imagine a peaceful future and prosperity.

Key words : Peace education, Non-violence, Ability, Teaching-Learning, Environment.

Introduction :

Peace education progresses the knowledge, know-how and states of mind to help individuals to avoid incidents of tussle, solving them peacefully, or creating an environment for peace. To achieve peace countries should join hand to hand to reinstate a “set of values, state of mind, means of practices and ways of life that dismiss violence and clashes by bringing the issues on the table through discussion and conversation”. Peace education can change the teaching-learning curriculums to give prioritise on moral values, conducts and ethics of a culture, encouraging to adopt resolution which may lead to non-violence”. In the present state of unrest throughout the world, be politically, socially, or economically the word ‘peace’ messages a soothe feeling. ‘Peace’ connotes a state of harmony sans violence, conflicting behaviours and the fear of violence. In international relationships, peacetime is

not only the absence of war, but also the presence of positive and respectful cultural and economic relationships. Normally it suggests the existence of healthy inter-personal relationships, equality and a working political order that serves the interact of all. With the witness of the horrors of First and Second World Wars, there was a re-awakening to the need of developing the humanistic side of Education among a few educationists like Rousseau, Henry Thoreau, Tolstoy and Maria Montessori. They looked at education as a tool for building World Peace.

Constructive education for peace must aim to reform humanity to permit the inner development of human personality. The basic concept embedded in the definition is that peace education is a remedial measure to protect children from falling into the ways of violence in society. It tries to inculcate higher human and social values in the mind of the child. Thus, Ian Harris and John Synott have prescribed 'Peace Education' as a series of 'teaching encounters' that draw from people : their desire for peace and non-violent way to manage conflict and their skills to legitimize injustice and inequality.

In a nutshell, it is the kind of education that is directed to the full, development of human personality and to the strengthening of respect for human rights & fundamental freedom

Objective of Peace Education :

The objective of peace education are as follows :

- Assuming mental and wholehearted improvement of the people.
- Creating a feeling of social duty and harmony.
- Standards of correspondence and crew towards all.
- To procure a basic understanding of a person.

Methodology of the Study :

. The researcher has discussed with some professors and educators who are the primary source of data collection. She has also consulted reference books, journals, periodicals, thesis of other researchers from different universities, internet which as secondary sources have helped her to frame the current article. She visited national library, college and university libraries to collect these information

Meaning of Peace Education :

The supreme form of objective for any education is inculcating peace and it is an essential value to be cherished by every individual. The parents are the first teacher to their children and peace is nurtured in the family. The peace fostered at home again augmented at school. Peace is a wider concept with pragmatic and spiritual implications. It denotes a state of serene or the cease of conflict. Peace is the absence of violence and on contrary, it is the presence of harmony, tranquility, safety and benevolence. This education is a course of action in removing the encounter caused by injustice,

inequality and violation of rights, and implementing the methods of diminishing the same through proper teaching tactics imparted by human race to achieve and spread the message of peace in the world. Therefore peace education is one of the objectives of the great spectra of education.

Definition of the Peace Education :

There is no globally accepted term for Peace Education. A number of definitions are available based on various views and attitudes, few of them as given by eminent educationists are listed below :

Webster defines “peace as a state of quiet or tranquility, freedom from disturbance or agitation, calm repose”. According to the definition, there cannot be peace if there is absence of tolerance, understanding, sympathy, support and reverence for others,. The peace education can strive to enhance the above qualities among persons.

According to Albert Einstein “Peace is not merely the absence of war but the presence of justice, of law, of order – in short, of government.

According to Freire (2006) “Peace education is a mechanism for the transformation from a culture of violence to a culture of peace through a process of “conscientization”

Betty Reardon defines “Peace Education is the attempt to promote the development of an authentic planetary consciousness that will enable us to function as global citizens and to transforms the present human condition by changing the social structures and patterns of thought that have created it”.

“Peace Education is an attempt to respond to problems of conflict and violence of scale ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures said by Laing. R. D.(1978)

According to John Dewey “Peace education is grounded in active citizenship, preparing learners for assiduous participation in a democracy, through problem – posing and problem – solving education, and a commitment to transformative action in our societies.”

It is agreed that the peace education instils the human values among individuals. Moreover, definitions show that it targets the overall progress of society and implant morals and values in their minds.

Concept of Peace Education :

Betty Reardon highlighted the concept of positive peace and negative peace in 1988. According to him negative peace means an absence of war or physical or direct violence while positive peace is the reduction of exploitation of the society and leading to economic and social injustice. He recognises many issues of the peace educators, which includes vast areas like deprivation, injustice, violation of human rights. His idea of peace is reinforced by different educationists like S. H. Toh and Virginia

Floresca. According to them also, the peace education engulfs diverse issues and one should not only assume a fragmented realisation of war and conflict.

Scope of Peace Education :

Peace education helps learners to develop a cognizance of the manners and skills that are required to assume tolerance and willpower in today's world. Peace education produces multiple practices of pedagogy, theories and initiatives for the development of human race. This culture is a scope to make the wellbeing of pursuers, plead for their justice and equal treatment.

Various Types of Peace Education :

- Basic peace education which rises from reactions
- Yogic peace education inspires a kind of imperialistic intermediation.

Function of schools in promoting peace education :

Schools can contribute to a global movement for a culture of peace. They can set a curriculum which will be a continuous process in developing a culture of non-violence and peace learning.

Peace has to be an attitude within the whole teaching practice, involving the entire staff of the school, parents and the community around us shared endeavour. Thus, the teachers in school can set up a different pedagogy which integrates peace within it. The idea behind peace education is :

- i) Peace education as a subject in the school curriculum has to be an attitude within the whole teaching practice.
- ii) Teachers should develop a peaceful existence of all students and can help children to find out solution to their conflicts.
- iii) They can also encourage learners to practice meditation. So, that conflicts can be resolved in a constructive way.
- iv) Classes can be held to develop a cooperative learning based on dialogue and inter-cultural understanding.
- v) Students should respect differences of opinions among them.
- vi) Peace education must be coherent and reflected in the school rules and be used in the school premises.

Thus, to have a real impact, peace education has to be planned as a school project, integrated into every aspect of curriculum, pedagogy and activities, involving all the teachers as a team, as well as the organisational and decision-making structure of the educational institution. Culture of peace is included that resilience, economical financial and social advancement, law based support, gender uniformity, flexibility, regard to human rights. The peace education in classroom environment can be generated by promoting compassion, not rebuffing learners, making law based environment, utilizing

exploratory learning, enabling teamwork in diverse group, making a passionate environment, creating a calm environment, announcing classroom as a peace zone, taking steps to teach the learners with ethical practices.

Function of educator in assessing peace education among learners :

The instructor watches how the tranquil environment works for child, how the learners lock in handle of socialization among the understudies and advancing communal agreement among the understudies. Peace education is the method of obtaining the values, the information and creating the states of mind, aptitudes and practices to live in concordance with each and other with the normal environment. Peace education ensure the difference among the course of society. Instructor features an extraordinary part in country building which could be a development prepare of locks in all understudies in building social cohesion, financial improvement, political soundness in an comprehensive and majority rule way. Teacher helps essential apparatus to advance a culture of peace through peace education which must be instructed in favourable, classroom, schools and workplaces etc.

Conclusion :

Teacher can take vital role to produce uniformity, equity, and freedom among the learners to attain the national integration. This objective may be achieved through flexibility, communication, solidarity, resilience are regard for human nobility. Different programs may be taken by associations and governments to speed up peace education. The aim of peace education should be to produce 'responsible citizens' who will make their governments conscious about peace. Human beings can be legally protected from violence, oppression and indignity if they enjoy independence. This is possible only when they are aware of their rights and thus can become a part of peace education.

References :

1. Bajaj, M., ed. (2008). *Encyclopedia of Peace Education*. Charlotte, NC: Information Age Publishing.
2. Barash, D. (1991). *Introduction to Peace Studies*. Belmont, CA: Wadsworth Publishing Co.
3. Barash, D., & Webel, C. P. (2004). *Peace and Conflict Studies*. Thousand Oaks, CA: Sage Publications Inc.
4. Brock-Utne, Birgit (1985). *Education for Peace*. London: Pergamon Press.
5. Daniel, D., Wagner, R., & Winter, D. (2001). *Peace, Conflict, and Violence*. Upper Saddle River, NJ: Prentice-Hall.
6. Eisler, R. T., & Miller, R. (2004). *Educating for a Culture of Peace*. New York: Heineman.
7. Feuerverger, G. (2001). *Oasis of Dreams: Teaching and Learning Peace in a Jewish-Palestinian*

Village in Israel (New York, NY: Routledge Falmer.

8. Jeong, H. W. (2000). *Peace and Conflict Studies: An Introduction*. Sidney, Australia: Ashgate.
9. Kaur, B. (2006). *Peace education. Unused Delhi : Profound and Profound Distribution.*
10. O'Hare, Padraic (1983). *Education for Peace and Justice*. New York: Harper and Row.

