

# PEACE VALUE PREFERENCES OF TEACHER EDUCATORS

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## Abstract

*Peace education aims at eliminating the possibility of global extinction through nuclear war. Peace Education currently addresses the broader objective of building a culture of peace. Peace skills are the skills (as well as attitudes) developed by the individuals necessary to be proactive and effective makers. Peace values and skills can be shaped, nurtured and developed at home and educational institutions. The inculcation of value of peace in the minds of the growing generation assumes great significance. The major objective of the study was to find out the peace values of teacher educators and to identify the peace value preferences of teacher educators. The study is conducted among teacher educators of Kottayam district. The study found that the order of peace value preferences of teacher educators are; Truth, Co-operation, Sincerity, Love, Non-violence, Forgiveness, Honesty, Spirituality, Justice, Kindness, Moral stability, Truthfulness, Tolerance, Adjustment, Sympathy, Interdependence, Discipline, Dharma, Democracy, Social Service, Patriotism, Social Conformity and Simplicity.*

**Key words:** *Peace values, Peace skills, Value Preferences, Teacher Educators, etc*

## INTRODUCTION

Education is essentially a human affair. It is a deliberate and systematic influence external by the mature person on the immature through instruction and discipline. Mahatma Gandhi says “By education I mean an all-round drawing out of the best in child and man-body mind and spirit”. According to Swami Vivekananda, “Education is not the amount of information that is put into your brain and runs not there, undigested all your life. We must have life building, man making, character making and assimilation of ideas.” These words show the relation of education with life, character, ideas and ideals.

The first and foremost aim of education is the liberation of an individual from the bondage of evil, which arise out of ignorance. Education enables one to adjust with the society. It also helps the socialization of the individual. So education must aim at the inculcation of essential values.

## CONCEPT OF PEACE

The concept of peace, by and large, has remained has an elusive concept which has many interpretations ranging from as simple as absence of conflict or war. Peace has also been associated with peace of mind or inner peace through out the ages. Mahatma Gandhi has given much broader explanation of the concept of peace. He described violence to clarify the concept of peace. In Gandian concept of peace, truth, non-violence, self suffering, means as well as ends of a relationship are important.

Peace is an idealistic term and rarely there will be stable peace which means that peace can be achieved but maintaining it is difficult. It means the absence of violence in any form and resolving the conflict in a constructive way. Peace exists where people are interacting non-violently and are managing their conflict in a positive way keeping in mind the concerns and interests of others.

Peace may be described as style of life, a mental attitude, a state of equilibrium. It is a feeling of internal well being and good will towards others. To have an everlasting peace, it is essential that a person develops the

ability to look inward, harmonizing thoughts, motives, words and actions. Peace begins with the individual and spread to the family, to the community, to the nation and to the global village.

## PEACE EDUCATION

Peace education is that education which is “directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms”. It promotes “understanding, tolerance and friendship among all nations, racial or religious groups” and furthers “the activities of the United Nations for maintenance of peace”. (Article 26, Universal Declaration of Human Rights).

Originally peace education aims at eliminating the possibility of global extinction through nuclear war. Peace Education currently addresses the broader objective of building a culture of peace. Hence a comprehensive system of education and training is needed for all the groups of all levels and forms of education, both formal and non-formal.

Peace Education must attempt to develop a set of behavioral skills necessary for peaceful living and peace building. It can be provided at different levels (i) individual level, (2) school and community level, (3) national level, (4) international level. Peace Education is based on a philosophy that teaches non-violence, love, comparison, trust, fairness, co-operation and reverence for the human family and all life on our planet, it leads to peaceful living.

Peace Education operates differently in various global contexts. Questions were raised about practical strategies that link theory and practice, especially in the context of countries experiencing the war or having the causes of war and the attempts of international systems to avoid war. Peace educators establish democratic classrooms that teach co-operation and promote positive self esteem among their students.

Teachers serve as peaceful role models to help the counteract images of violent behavior young people receive through popular culture and in their homes. Their teaching style adjusts to the developmental needs of their pupils, respecting the various identities and concerns about violence students bring to the classroom.

## EDUCATION FOR PEACE

We are at present halfway through the decade for the promotion of culture of peace approved the UN General Assembly in 1999. The period 2000- 2010 was declared by the UNESCO as the International Decade for promotion of culture of peace and non-violence for the education of the world. UNESCO’s 1994 action plan for education for peace, human rights and democracy endorsed by 144 countries, are two of the prominent landmarks.

Access to education and to various forms of learning is a necessary but not sufficient condition for a culture of peace. A comprehensive system of education and training is needed for all groups of people at all levels and forms of education formal and non-formal. The development of a holistic approach based on participatory methods and taking into account the various dimensions of education for a culture of peace (peace and non-violence, human rights, democracy, tolerance, international and intercultural understanding, cultural and linguistic diversity) of its main objective.

Education for peace is different from Peace education. In the later, peace is a subject in the syllabus. In the former, peace becomes the shaping vision of the education. This implies a paradigm shift in the total transaction of education. Education for Peace is education for life, and not merely training for a livelihood. Equipping individuals with the values, skills and attitudes they need to be wholesome persons who live in harmony with others and are responsible citizens is the goal of education for peace.

## PEACE VALUES AND SKILLS

Peace skills are the skills (as well as attitudes) developed by the individuals necessary to be proactive and effective makers. (National Curriculum Framework, 2005) Peace skills promote academic excellence. Fostering peace skills in children need to be as an investment in building the foundation for life long learning and enduring achievements.

Peace values and skills can be shaped, nurtured and developed at home and educational institutions. How to teach peace in the classroom is a challenge as it is different from other conventional subjects, which are taught at any level of education. There are reasons for this difference firstly peace is a component that could be integrated well with all the subjects instead of teaching it separately. Secondly peace has to be practiced not just learned. Therefore, for developing the right attitudes and values a different approach to teaching about peace has to be adopted keeping in mind the developmental and psychological characteristics of the children.

## NEED FOR THE STUDY

Peace has an important area of concern in the present day world. Peace is a state of harmony, the absence of hostility and it is generally agreed that a culture of peace is an essential precondition for the development of human beings both as individuals and as collectively. So the inculcation of value of peace in the minds of the growing generation assumes great significance. For this, peace must become an integral part of education. That is why peace education is given an important place in today's educational programs. It may be said that Peace Education is a system of education directed towards the generation of peace.

What we need today is an education that is capable of saving man kind from the present predicament of violence and disorders prevailing in the society. But unfortunately the education system in India does not give adequate importance to the component of peace in its curriculum in modern times. Many eminent educationists have pointed out this serious drawback in the system. Hence it is highly desirable that peace component is included in the process of education to build a world of peace and harmony.

Peace Education is more effective and meaningful when it is adopted according to the social and cultural context and the needs of a country. It should be enriched by its cultural and spiritual values. The task of educating the younger generation about the values and ideals enshrined in the constitution is borne upon the teachers. Prospective teachers have to be made aware of and consciously exposed to such values in order to encourage peace, justice, freedom, equality and fraternity.

Teacher education is an important aspect of the entire educational system. It has to represent the aspirations of the nation in all its aspects, curriculum has to represent the national values and social goals of our country and all the cultural, social, traditional aspects of the Indian society are to be made known to the teacher.

A teacher educator is a person providing training teachers at pre-service and in-service levels. They have to make student teachers interact with their surroundings so as to grasp the reality and reflect it in their teaching. They have to inculcate values in their students to provide quality education at school level.

## STATEMENT OF THE PROBLEM

The present study is entitled as 'Peace Value Preferences of Teacher Educators in Kottayam District'

## Operational Definitions

### *Peace Values*

Peace Values are the values which are foundations of live together in harmony for peaceful resolution of conflicts. Some core peace values are given below; Co-operation, Justice, Love, Truth, Forgiveness, Sincerity, Simplicity, Non-violence, Tolerance and Empathy.

### **Teacher Educators**

Teacher educators are the teachers working in the field of teacher education programme under primary, secondary and post graduate level.

### **Kottayam District**

Kottayam district is one of the fourteen Revenue District of Kerala State.

### **Objectives of the study**

- 1) To find out the peace values of teacher educators.
- 2) To identify the peace value preferences of teacher educators.

### **Sample**

The present study was conducted on a sample of 18 teacher educators in Kottayam District.

### **Tool**

Peace Value Identification Inventory prepared by the investigator for identifying the peace values and peace value preferences of teacher educators.

### **Method and Data Collection**

Descriptive Survey method is used for the present study. To collect the data from the educators under primary, secondary and post graduate levels the peace value identification inventory developed by the investigator was given to the selected sample. Based on the value preferences given by the teacher educators the preferences were listed as I, II and III preferences. For the first preference a score of five is given and for second preference and the third preference the scores were three and one respectively. Mostly descriptive analysis is carried out for analyzing the data.

### **Analysis and Findings**

Descriptive analysis is used for the present study. The Peace Value Identification Inventory was given to 18 teacher educators to mark their peace value preferences. The most important objective of the study was to find out the peace value preferences of teacher educators. Out of 18 teacher educators 17 (94%) of teacher educators opted Truth as their first preference and only one teacher educator opted truth as second preference. From table – 1, it is clear that score 88 is obtained for the value ‘truth’, which is the highest. Secondly, the value ‘co-operation’ got 72% as their first preference. 13 (72%) teacher educators opted ‘Sincerity’ as their first preference and only five teacher educators opted sincerity as the second preference.

13 (72%) teacher educators opted ‘love’ as their first preference and four teacher educators prefer ‘love’ as second preference. The value ‘non-violence’ got 67% in first preference and 27% in second preference. The value ‘forgiveness’ opted by 12 teacher educators as their first preference and got 67% in first preference. Out of 18 teacher educators 13 (72%) teacher educators opted ‘honesty’ as their first preference and only three teacher educators opted ‘honesty’ as second preference. The value ‘spirituality’ got 72% in first preference and 17% in second preference.

12 (67%) and five teacher educators (27%) preferred the value ‘justice’ as first and second preferences respectively. The values ‘kindness’ and ‘moral stability’ got 55% in the first preferences of teacher educators. The value ‘tolerance’ opted by 11(61%) teacher educators as first preference, three teacher educators opted as second preference and three teacher educators opted ‘tolerance’ as third preference. Out of eighteen teacher educators 4(22%) as first preference. From the table -1, it is clear that the score 4 is obtained for the value ‘simplicity’, which is the lowest.



In the Peace Value Identification Inventory, space is provided for giving the suggestions of teacher educators. Besides the values given in the inventory they suggested the following, Equality, Fraternity, Brotherhood, Empathy, Patience, Humility, Self respect, Prudence, Unselfish and Impartiality.

**Table – 1: Peace Values of Teacher Educators**

Sl. No.	Peace Values	Preferences						Total Score
		I		II		III		
		No	%	No	%	No	%	
1	Truth	17	94	1	6	0	0	88
2	Co-operation	13	72	5	28	0	0	80
3	Sincerity	13	72	5	28	0	0	80
4	Love	13	72	4	22	0	0	77
5	Non-Violence	12	67	5	27	1	5	76
6	Forgiveness	11	61	7	39	0	0	76
7	Honesty	13	72	3	17	2	11	76
8	Spirituality	13	72	3	17	2	11	76
9	Justice	12	67	5	27	0	0	75
10	Kindness	10	55	6	33	2	11	70
11	Moral Stability	10	55	6	33	2	11	70
12	Truthfulness	12	66	3	17	1	6	70
13	Tolerance	11	61	3	17	3	16	67
14	Adjustment	7	38	8	44	3	16	62
15	Sympathy	7	38	8	44	3	16	62
16	Interdependence	7	38	7	39	4	22	60
17	Discipline	6	33	9	50	2	11	59
18	Dharma	5	27	8	44	5	27	54
19	Democracy	5	27	8	44	5	27	54
20	Social Service	3	16	9	50	6	33	48
21	Patriotism	3	16	9	50	5	27	47
22	Social conformity	2	11	10	56	6	33	46
23	Simplicity	4	22	8	44	6	33	44

From the above analysis, it can be concluded that the order of peace value preferences of teacher educators are; Truth, Co-operation, Sincerity, Love, Non-violence, Forgiveness, Honesty, Spirituality, Justice, Kindness, Moral stability, Truthfulness, Tolerance, Adjustment, Sympathy, Interdependence, Discipline, Dharma, Democracy, Social Service, Patriotism, Social Conformity and Simplicity.

### **Educational Implications and Suggestions**

Teacher education institutions need to improve the pedagogy to train teachers not only in teaching and intellectual skills, but also developing in them civilized emotions and awakening in them moral sense, humanistic, ethical and spiritual values to encourage peace, justice, freedom, equality and fraternity among the students. For inculcation of appropriate peace values among in-service teachers, some value oriented programmes and activities is, workshop, moral lectures, seminars, meditation camps, moral lectures, seminars and refresher programs may be organized. Teacher should take over the responsibility to provide value education to the students.

Studies are needed to identify peace value preferences of teachers at different levels such as Primary, Secondary and Post Graduate level. More studies are needed to identify the value preferences and its transfer from teacher educators to teacher trainees. Special programs for development of peace values among students at different levels are also the need of the hour. This study may be extended to a large sample. Studies are needed to identify whether the teacher educators inculcate the values among the teacher trainees. Studies are needed to find out whether the teacher trainees are able to transfer the values among the students. The present study was only to identify the peace value preferences of teacher educators. It has revealed that most of the teacher educators prefer truth as the first preference.

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